

THE IMPACT OF MEANINGFULNESS OF AND RESPONSIBILITY FOR WORK ON THE
RELATIONSHIPS AMONG WORK VALUES, ORGANIZATIONAL COMMITMENT, AND JOB
SATISFACTION FOR PART-TIME FACULTY IN A COMMUNITY COLLEGE

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Abstract

One hundred and thirty four subjects participated in this survey. Quantitative data were obtained and correlational analyses were used to test a model to study the relationships among the achievement of work values and organizational commitment and job satisfaction and to identify the moderating effects of the meaningfulness of work and responsibility for work on these relationships. Part-time faculty in the Faculty of Continuing Education of a community college were mailed a questionnaire on all the variables of the model. Several reliable, valid instruments were used to test the variables. Data analysis through Pearson correlation and stepwise multiple regression analyses revealed that the achievement of the work values of recognition and satisfaction with promotions did predict organizational commitment and job satisfaction, although the moderating effects of the meaningfulness of work and responsibility for work was not supported in this study. This study suggests that the revised model may be used for determining the relationships between the achievement of work values and organizational commitment and job satisfaction in a community college setting.

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CHAPTER ONE

An Introduction to the Problem

Organizational commitment and job satisfaction are two aspects of organizational behaviour which have received much attention in the past few years. What makes people committed to an organization? Are job satisfaction and organizational commitment related concepts? Are there common antecedents to organizational commitment and job satisfaction? What are the outcomes for the organization and the individual if employees are committed and satisfied?

Organizational commitment is more than passive loyalty to an organization. It is an active relationship with an organization such that the individual's expressed beliefs and opinions as well as his\her actions demonstrate commitment.

Job satisfaction has been identified as an important job attitude for full-time workers. Johns (1988) has pointed out that if "you have to spend eight hours a day on the job, it would obviously be worthwhile for you to have favourable attitudes toward that job. Thus, job satisfaction is an attitude worthy of interest in and of itself" (p. 133). The consequences of dissatisfaction Johns has identified include possible negative effects on one's physical and mental health, increased absences from work, and higher turnover.

Organizational commitment is also an attitude. It differs from job satisfaction in several ways. First, commitment is a more global construct which reflects a general affective response to the organization as a whole,

whereas job satisfaction reflects one's response to one's job or to particular aspects of that job.

Second, an attitude of commitment appears to develop slowly and consistently over time and is more stable over time than job satisfaction. Job satisfaction is affected by day-to-day events in the work environment and reflects more immediate reactions to specific and tangible aspects of the job. Such considerations as pay, supervision, promotions, co-workers, work conditions, and benefits are important determinants of job satisfaction.

"During the 1950s, corporations were considered by some to be the 'citadel of belongingness' and the prevailing feeling of the time was 'to be loyal to the company, and the company will be loyal to you' (Steers, 1984, p. 464).

Salancik (1977) has pointed out that the 1960s saw a great deal of research related to the role orientations of scientists and engineers in the United States. He justifies more recent interest in commitment because of the "general decay of employee interest in working, rising dissatisfaction, absenteeism, and turnover" (p. 3). These concerns are compounded, according to Salancik, by "union militancy, unsponsored wildcat and membership strikes and labor's growing political and economic power" (p. 3).

Today the popular press is addressing the area of worker commitment because of its impact on performance and productivity. In a recent Time article (September 18, 1989) the problem of declining loyalty and commitment

among American workers was addressed. Several reasons for this trend were identified in this article. First, there is a growing number of "contingent employees", that is, workers categorized as part-time, informal, or contract workers. Second, morale is low and anxiety is high due to massive layoffs of long term employees. A third reason cited was demographic changes related to the large number of better educated "baby boomers" with higher expectations of what their jobs should provide. As global competitive pressures increase and the pool of workers shrinks in the 1990s, it will become more important that employers find ways of increasing commitment. Figure 1 shows the findings of a Time/CNN poll regarding workplace loyalty.

Figure 1

EBBING LOYALTY

Compared with ten years ago, are
companies today more loyal or less
loyal to their employees?

MORE _____ 25%

LESS _____ 57%

Compared with ten years ago, are
employees today more loyal or less
loyal to their companies?

MORE _____ 22%

LESS _____ 63%

Do you think it is likely or unlikely you
will change jobs within the next five
years?

LIKELY _____ 50%

UNLIKELY _____ 45%

What do you like most about your
job? (choose one)

What you do
at work _____ 38%

The people you
work with _____ 30%

Your salary _____ 9%

Your chances of
being promoted _____ 5%

Your boss or
supervisor _____ 4%

From a telephone poll of 520 employed adults 18 years
of age or older, taken for TIME/CNN on Aug 28 and 29
by Yankelovich Clancy Shulman. Sampling error is
plus or minus 4.5%. TIME Chart
(Time, Sept. 18/89, p. 36).

Kidron (1978) has pointed that the

practical issue of manipulating commitment should be considered. The implicit assumption that is made is that commitment should be increased. If indeed such an assumption is accepted, then an investigation of the correlates of commitment may be viable. This investigation can indicate what the important variables related to commitment are and will lead, hopefully, to identification of those variables that, if changed, can lead to higher commitment. (p. 246)

There are two reasons for pursuing this study. First, there has been very little investigation into the factors leading to organizational commitment and job satisfaction in part-time employees. At the present time there is a dearth of research in regard to the differences between part-time and full-time employees (Gannon and Nothorn, 1971, p. 695).

The specific population for this study was all part-time faculty in the seven divisions of Continuing Education at a large Ontario community college. These include the divisions of applied arts, applied science, business, fine arts and plastics, general education, health sciences, and technology.

There has been little research that considers the differences between full-time and part-time employees with respect to organizational commitment and job satisfaction. Rotchford & Roberts (1986) identified that much of the previous research has not differentiated between full-time and part-time components of the populations involved. They suggest that it is necessary to determine whether or not there are differences in the attitudes and behaviours of full-time and part-time employees. If there are indeed differences between the two groups then the existing literature and research that does not account for these differences should be regarded with care.

The second reason is a very personal one. As a first level administrator in a community college, I have the responsibility for hiring teachers for several certificate programs offered through the Faculty of Continuing Education. These individuals have several years of experience in their respective fields of expertise. Most have university education at a baccalaureate level and many have masters preparation. Many of these people have full-time employment in addition to part-time teaching responsibilities.

The rate of pay for part-time faculty in Continuing Education programs is significantly less than that for part-time faculty in full-time programs. Most of the courses are scheduled in the evening or on weekends. This scheduling allows little opportunity for interaction with peers. There is often a feeling of isolation from colleagues and supervisors among these teachers. Many of the expected support services, taken for granted by faculty who are assigned to teach during the day, such as food service, photocopying, secretarial service, medical and counselling service for students, access to telephones, and security service to unlock doors, are either not available when faculty in Continuing Education are assigned to teach or are available on a reduced scale. There have been examples of teachers arriving on a weekend for a course and finding the building locked.

In spite of these seemingly negative aspects of the job within the Faculty of Continuing Education in the college selected for this study, there is a core of part-time teachers who have been teaching for many years. It seems that there must be something within the organization, the job itself or the individual, that makes these people remain in their part-time positions.

In this study, the moderating effects of responsibility for and meaningfulness of work on the relationships among achievement of work values, organizational commitment, and job satisfaction for part-time teachers in the faculty of Continuing Education at an Ontario College of Applied Arts and Technology will be investigated in an attempt to find out what it is that brings people to teach semester after semester.

CHAPTER TWO

A Review of the Literature

Introduction

Organizational literature is full of research into the phenomena of organizational commitment and job satisfaction. Much of the research during the past thirty years has attempted to determine

1. if any relationship exists between organizational commitment and job satisfaction and
2. to identify the antecedents and outcomes of these two variables.

For this study, the literature was reviewed in order to find evidence in previous research for

1. the causal ordering of organizational commitment and job satisfaction;
2. the antecedents and outcomes of these two variables although the focus of this study is only the antecedents of organizational commitment and job satisfaction; and also to develop
3. operational definitions of organizational commitment, job satisfaction, work values and experienced meaningfulness of and responsibility for work.

The sources of the literature review included computer searches in Eric, and Psycinfo, cumulative indices in business administration, and references cited in publications between 1969 and 1989. An attempt was made to include research specific to organizational commitment and job satisfaction in part-time employees, especially related to part-time faculty at the post-secondary level.

The first part of this review will develop the definitions of the variables as they have been presented in many of the studies reviewed. The next section will discuss theories related to organizational commitment, job satisfaction, work values, and Hackman & Oldham's "Job Characteristics Model" (1980). Studies relating the variables, that is, job satisfaction and organizational commitment, achievement of work values and organizational commitment, achievement of work values and job satisfaction, Hackman and Oldham's "Job Characteristics Model" (1980) and job satisfaction and Hackman and Oldham's "Job Characteristics Model" (1980) and organizational commitment will also be presented. The final portion of the chapter proposes the hypotheses which have been developed as a result of the review of the literature.

Definition of the Variables

Definition of Organizational Commitment

It has been suggested that the reason there are so many identified antecedents of organizational commitment is that there are many definitions of the concept (Dornstein & Matalon, 1989; Reichers, 1985). Three elements seem to be evident in most of these definitions. These are (1) a strong belief in an organization's values and goals, (2) a willingness to expend considerable effort on behalf of the organization, and (3) a strong intent or desire to remain employed by the organization (Curry, Wakefield, Price, & Mueller, 1986; Porter, Steers, Mowday, & Boulian, 1974). Commitment is not just passive loyalty, but involves an active relationship with the organization. Attachment to the employing organization includes acceptance

of its goals and values. Commitment has been defined in terms of attitudes and behaviour.

In addition to these three elements, much of the research has identified one of three major processes through which organizational commitment develops. Table 1 summarizes the three major operationalizations or definitions of organizational commitment found in some of the research reviewed. Each of the three operationalizations may play a role in the development of each of the elements necessary for commitment in an individual.

Table 1
Definitions/Operationalizations of Organizational Commitment

1. Side-Bets	<p>--Commitment is a function of the rewards and costs associated with organizational membership; these typically increase as tenure in the organization increases.</p> <p>--This approach, and variations of it, has been used by Alutto, Hrebiniak, & Alonso (1973), Becker (1960), Farrell & Rusbult (1981), Grusky (1966), Hrebiniak & Alutto (1972), Rusbult & Farrell (1983), and Sheldon (1971).</p>
2. Attributions	<p>--Commitment is a binding of the individual to behavioral acts that results when individuals attribute an attitude of commitment to themselves after engaging in behaviors that are volitional, explicit, and irrevocable.</p> <p>--This approach, and variations of it, has been used by Kiesler & Sakumura (1966), O'Reilly & Caldwell (1980), and Salancik (1977).</p>
3. Individual/organizational	<p>--Commitment occurs when individuals identify goal congruence with and extend effort towards organizational goals and values. The Organizational Commitment Questionnaire (OCQ), developed by Porter and his colleagues, is the primary operationalization of this definition.</p> <p>--This approach, and variations of it, has been used by Angle & Perry (1981); Bartol (1979); Bateman & Strasser (1984); Hall, Schneider, & Nygren (1970); Morris & Sherman (1981); Mowday, Porter, and Steers (1982); Mowday, Steers, & Porter (1979); Porter, Crampon, & Smith (1976); Porter, Steers, Mowday, & Boulian (1974); Steers (1977); Stevens, Beyer, & Trice (1978); Stumpf & Hartman (1984); and Welsch & LaVan (1981) (from Arnon Reichers, 1985)</p>

In this study the three elements of a strong belief in an organization's values and goals, a willingness to expend considerable effort on behalf of the organization, and a strong intent to remain employed by the organization

form the basis for the definition of organizational commitment. This view of commitment has been identified as the attitudinal approach.

Definition of Job Satisfaction

Job satisfaction is defined as the extent to which an employee expresses a positive affective orientation toward a job. It has been treated as a global concept and as a concept referring to various aspects of work (Curry, et al., 1986). Job satisfaction is associated with specific, tangible aspects of the work environment such as pay, supervision, co-workers, promotional opportunities, and the work itself. It is thought to be a relatively rapidly formed and affective response. One's level of job satisfaction may be more transitory than commitment because it is dependent on immediate and temporary situational factors.

Locke (1969) has defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience" (p. 310). Job satisfaction in this study will be defined as an affective response to those aspects of work which the individual values.

Definition of Work Values

A value is what one considers necessary to one's welfare, "what a person consciously or subconsciously desires, wants or seeks to attain...Values are acquired (learned)...Men can (and do) differ in what they value...Values determine...actual choices and emotional responses" (Steers, 1984, p. 1304). "An item belongs to the universe of value items if, and only if, its domain

asks estimation of the degree of importance of a goal or behavior in life area (y) and the range is ordered from very important to obtain to very important to avoid the goal" (Elizur, 1984, p. 379).

Pennings (1970) has defined work values as "constellations of attitudes and opinions with which an individual evaluates his job and work environment..."(p. 397).

Dov Elizur (1984) identified two facets of work values. These were work outcomes and the relationship of these outcomes to task performance. Work outcomes are classified as material outcomes or those outcomes that are "concrete and of practical use" (1984, p. 381), affective, that is, outcomes relating to social relations, and cognitive or psychological outcomes. The relationship of a work outcome to performance specifies whether the outcome is a resource within the organization or is given as a reward for performance.

Material outcomes have been divided into two categories. One of these, rewards, includes pay, status, advancement, and recognition. The second category, that of instrumental outcomes, includes security, hours of work, work conditions, and benefits. Affective outcomes or those concerned with social relations are concerned with relationships with people such as co-workers and supervisors as well as with self-esteem. Cognitive outcomes include the interest, achievement, responsibility, and independence associated with a job. Meaningful work, the use of one's ability, and the contribution one's job makes to society are also cognitive outcomes.

Definitions of Experienced Meaningfulness and Experienced Responsibility for Work

J. Richard Hackman & Greg R. Oldham (1976) identified three critical psychological factors which must exist before positive personal and work outcomes can be achieved. Two of these factors, experienced meaningfulness of work and experienced responsibility for work, will be used as moderating variables in this study. Experienced meaningfulness of work is defined as the degree to which the individual experiences the job as one which is generally meaningful, valuable, and worthwhile (Hackman & Oldham, 1976, p. 256). Experienced responsibility for work is the degree to which the individual feels personally accountable for the results of the work done (Hackman & Oldham, 1976, p. 256).

Theoretical Frameworks

Model to Guide the Research

The model that will be used in this study is presented in Figure 2. The focus of the review of the literature will be to show the links that previous research has demonstrated between the variables identified in this present study.

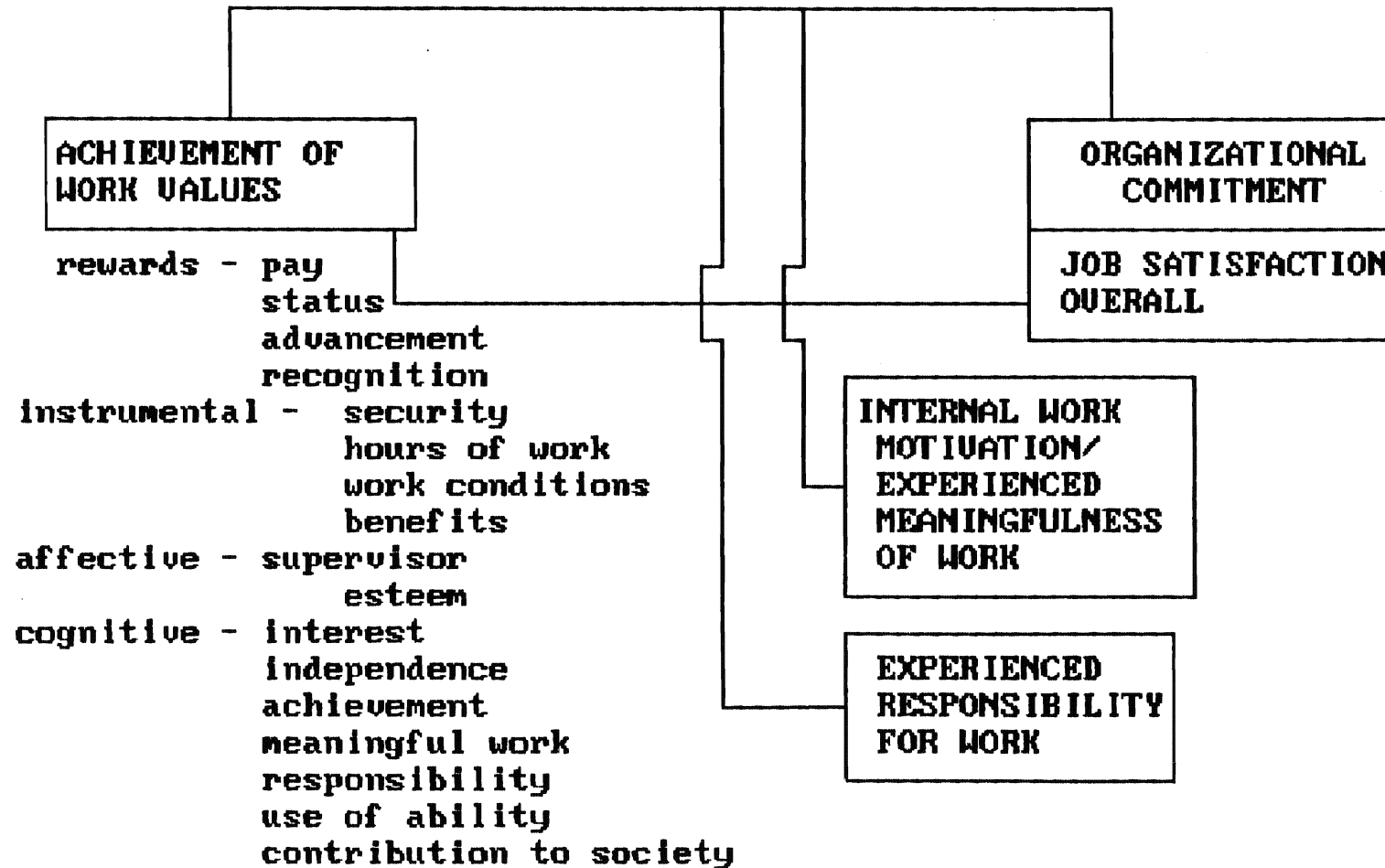
Model of Organizational Commitment

"Major influences on employee commitment can be found in the person, the job, and the situation or work environment. In view of this, the job of building commitment is certainly no easy task" (Steers, 1984, p. 465).

Porter et al. (1974) found that the development of organizational commitment appears to require individuals to think in global terms about their relationships to the organization. This results in a stable level of commitment. For example, an individual may be dissatisfied with some aspects

Figure 2

MODEL TO STUDY THE THE IMPACT OF EXPERIENCED MEANINGFULNESS OF
WORK AND THEEXPERIENCED RESPONSIBILITY FOR WORK ON THE
RELATIONSHIP BETWEEN THE ACHIEVEMENT OF WORK VALUES AND
ORGANIZATIONAL COMMITMENT AND OVERALL JOB SATISFACTION



of a job but, "a high degree of commitment to the organization may serve to override such dissatisfaction in the decision to continue participation in the organization. In other cases...satisfaction with various aspects of the job may take precedence over commitment in the decision to participate" (p. 604).

Wiener & Vardi (1980) support this component of organizational commitment. "A loyal, dutiful, and self-sacrificing person may or may not be satisfied with aspects of his work and organization. This is consistent with the normative view asserting that commitment is relatively independent from immediate and temporary situational influences" (p. 95).

It is important, therefore, to identify the predictors of organizational commitment and job satisfaction because Kidron (1978) has pointed out that if the assumption that it is desirable and necessary to increase commitment is true, then the manipulation of commitment needs to be considered. Based on this assumption, it is necessary to identify the antecedents of commitment that, if changed, can lead to an increase in commitment. This raises two questions. First, what are the antecedents of organizational commitment? Second, what can be done to alter the antecedents in order to increase organizational commitment?

The research attempting to identify the antecedents of organizational commitment and job satisfaction reveals a "laundry list" of factors.

Table 2 summarizes the variety of antecedents of organizational commitment that have emerged during the last twenty-five to thirty years. These studies are presented in reverse chronological order to determine if there have been trends in the antecedents associated with organizational commitment.

Table 2
Organizational Commitment as a Dependent Variable

Researcher(s)	Year	Sample	Antecedents (correlates)
Dornstein & Matalon	1989	Voluntary army personnel	Interesting, challenging work
Mathieu & Hamel	1989	Blue collar workers, clerical, secretarial and engineering positions, university faculty	Job satisfaction, mental health
Glisson & Durick	1988	Human service workers	Skill variety, role ambiguity(-) leadership, organization's age, education(-)
Mathieu	1988	ROTC cadets	Satisfaction with training, training characteristics, achievement motivation
Alvi & Ahmed	1987	Randomly chosen subjects in various organizations in Pakistan	Age, occupation, pay/wage, tardiness, peer's friendliness, intention to stay
Baba & Knoop	1987	Upper and middle managers	Salary, department size, initiating structure, consideration, age, job scope
Blau	1987	Registered nurses	Job scope
Colarelli, Dean, & Konstans	1987	Accountants	Job conditions, competent management

Table 2 (Continued)

Researcher(s)	Year	Sample	Antecedents (correlates)
DeCotiis & Summers	1987	Managerial employees	Perceived structure, communications autonomy, cohesiveness
Luthans, Baack, & Taylor	1987	Employees from a variety of large and small organizations	Age, education, tenure in job and organization, time present supervisor, organizational level, internal locus of control, leaders behaviour, satisfaction with leadership
McCloskey & McCain	1987	Registered nurses	Met job expectations
Morrow & McElroy	1987	Department of Transportation employees	Met job expectations
Pazy & Zin	1987	Engineers, technicians, physicists mathematicians, graphic artists, theatrical directors, psychologists, social workers, lawyers, journalists, bankers, administrators	Person-environment fit (congruence)
Aranya, Kushnir, & Valency	1986	Accountants	Age, tenure, gender, organizational level, cognitive-affective orientation to the job, professional commitment, overall job satisfaction, needs satisfaction

Table 2 (Continued)

Researcher(s)	Year	Sample	Antecedents (correlates)
Curry, Wakefield, Price, & Mueller	1986	Female hospital employees	Organizational structure
Mottaz	1986	Professional, managerial, clerical and service employees	Education, work rewards
Williams & Hazer	1986	Previous studies 1) Michaels & Spector (1982) 2) Bluedorn (1982)	Job satisfaction
Flynn & Solomon	1985	Bank vice- presidents	Ambiguity, uncertainty avoidance (-), motivating jobs, presence of equitable pay, core job dimensions, job challenge opportunities for social interaction, job feedback, job satisfaction
Lincoln & Kalleberg	1985	Japanese and American manufacturing employees	Work structures, employee services
Reichers	1985	Previous research	Role conflict
Dubinsky & Skinner	1984	Retail department store employees	Job characteristics
Fukami & Larson	1984	Unionized, newspaper employees	Tenure, job scope, job stress (-), supervisor relations, social involvement

Table 2 (Continued)

Researcher(s)	Year	Sample	Antecedents (correlates)
Martin & O'Laughlin	1984	Part-time Army Reservists	Intent to stay, job satisfaction
Meyer & Allen	1984	Students, University administrators	Side bets
Stumpf & Hartman	1984	Business school graduates	Career exploration
Angle & Perry	1983	Blue collar, unionized workers	Skill transferability, perceived job alternatives, age, tenure, education level, sex, relative wages, treatment by the organization
Ferris & Aranya	1983	Accountants	Age, employment alternatives, job satisfaction
Rusbult & Farrell	1983	Accountants, nurses	Rewards, costs, alternatives
Chusmir	1982	Past commitment literature	Sex role conflict, satisfaction of needs, work commitment intrinsic need strength, job circumstances
Wiener	1982	Past commitment literature	Generalized loyalty and duty, organizational identification and socialization

Table 2 (Continued)

Researcher(s)	Year	Sample	Antecedents (correlates)
Bhagat & Chassie	1981	Female accountants, elementary/ secondary school teachers, banking personnel, university women's club members	Promotional opportunities, role stress(-)
Farrell & Rusbult	1981	Students, industrial workers	Investments, rewards, costs, alternatives
Morris & Sherman	1981	Mental health workers	Role stress (-), self-efficacy, age, education
O'Reilly & Caldwell	1981	MBAs/new employees	Volitionality and irrevocability of job choice, job satisfaction
Scholl	1981	Past commitment literature	Investments (side bets), reciprocity, lack of alternatives, identification
Welsch & LaVan	1981	Hospital employees	Role stress (-), job satisfaction, age, tenure
Morris & Steers	1980	Public sector employees	Organizational structure
Baba & Jamal	1979	Blue-collar production workers	Age, opportunity to think about other things, get relief, have slack periods and move while working, task variety
Bartol	1979	Computer specialists	Job satisfaction
Morris & Koch	1979	Non-academic university employees	Role ambiguity(-) role conflict (-)

Table 2 (Continued)

Researcher(s)	Year	Sample	Antecedents (correlates)
Kidron	1978	Insurance company, hospital and personnel depart- ment employees	Protestant work ethic
Stevens, Beyer, & Trice	1978	Public sector employees	Role overload (-), job involvement
Gardell	1977	Factory workers	Autonomy, high demands on skill, cooperation
Salancik	1977	Past commitment literature	Visibility, irreversibility, volitionality
Shoemaker, Snizek, & Bryant	1977	Park and forest rangers	Side bets
Steers	1977	Scientists, Engineers	Need for achievement, job characteristics, group norms
Aranya & Jacobson	1975	Systems analysts	Occupational commitment
Buchanan	1974	Public/private sector managers	Group norms, job challenge, met expectations, self-image reinforcement, feelings of personal importance
	1974	Government managers and business executives	Achievement of work values
Schneider, Hall, & Nygren	1974	Foresters	Self image/organ- izational goals congruence, tenure
Alutto, Hrebiniak, & Alonso	1973	Teachers, nurses	Investments (age, education, etc.)
Hrebiniak & Alutto	1972	Teachers, nurses	Role stress (-), job satisfaction, tenure

Table 2 (Continued)

Researcher(s)	Year	Sample	Antecedents (correlates)
Lee	1969 1971	Scientists	Tenure, personal/organ- izational goal congruence, professional prestige
Sheldon	1971	Scientists	Age, tenure, position
Wiener & Gechman	1971	Teachers	Involvement, job satisfaction
Hall, Schneider, & Nygren	1970	Foresters	Satisfaction of affiliation and security needs
Thornton	1970	Junior college teachers	Professional commitment(-)
Brown	1969	Public employees	Need satisfaction
Grusky	1966	Private sector managers	Rewards, costs
Becker	1960	School teachers	Investments (side bets)

There appear to be some interesting shifts in the antecedents of organizational commitment identified in the research. Between 1981 and 1984, several researchers identified a relationship between viable job alternatives and organizational commitment (Martin & O'Laughlin, 1984; Angle & Perry, 1983; Ferris & Aranya, 1983; Rusbult & Farrell, 1981; Scholl, 1981). This may have been related to the economic conditions existing at this time. Not only were there fewer jobs available, but many people may have been "locked" into a job due to such pressures as mortgage payments and the high cost of borrowing money during this time.

From 1985 to 1989, much of the research has identified the achievement of various work values as being antecedent to organizational commitment

(Dornstein & Matalon, 1989; Glisson & Durick, 1988; Mathieu, 1988; Alvi & Ahmed, 1987; Colarelli, Deans, & Konstans, 1987; DeCotiis & Summers, 1987; Luthans, Baack, & Taylor, 1987; McCloskey & McCain, 1987; Aranya, Kushnir, & Valency, 1986; Mottaz, 1986; Flynn & Solomon, 1985; and Lincoln & Kalleberg, 1985).

Martin & O'Laughlin (1984) have identified the predictors of organizational commitment in part-time army reservists as job satisfaction, intent to stay, and group cohesiveness. These individuals, not unlike the population in this proposed study, occupy multiple roles including full-time and part-time work roles and family roles which may result in multiple role conflicts.

Obviously, many researchers have attempted to identify the antecedents of organizational commitment. There have been a variety of antecedents identified. Many of these can be classified as work values using the criteria developed by Elizur (1984). There seems to be a lack of research that attempts to show a direct correlation between the achievement of work values and the development of organizational commitment.

An examination of the research demonstrates a link between absenteeism, intent to leave an organization, and actually leaving (turnover). Many researchers (Angle & Perry, 1981; DeCotiis & Summers, 1987; Ferris & Aranya, 1983; Hom, Katerberg, & Hulin, 1979; Koch & Steers, 1978; Larson & Fukami, 1984; Marsh & Mannari, 1977; Mowday, Steers, & Porter, 1979; Porter, Crampon, & Smith, 1976; Porter, Steers, Mowday, & Boulian, 1974; Steers, 1977; Van Maanen, 1975; and Werbel & Gould, 1984), cite decreased turnover, absenteeism, and tardiness as outcomes of organizational commitment.

The outcomes of organizational commitment identified in the studies reviewed are summarized in Table 3.

Table 3

Organizational Commitment as an Independent Variable

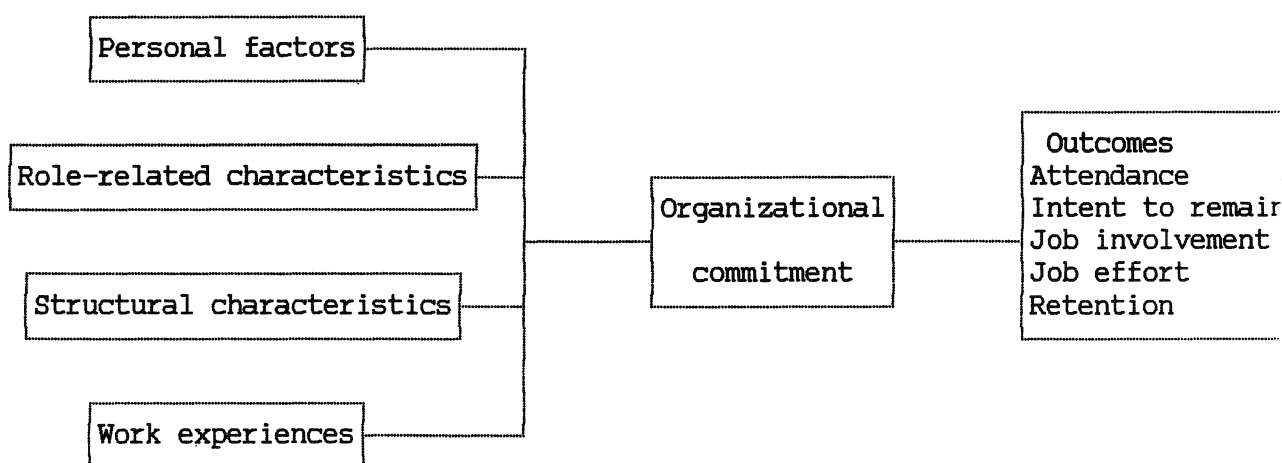
Researcher(s)	Year	Sample	Outcomes (correlates)
Baba & Knoop	1987	Upper and middle managers	Job effort ^a
DeCotiis & Summers	1987	Managerial employees	Turnover, objective job performance
Morrow & McElroy	1987	Department of Transport employees	Work commitment (involvement)
Bateman & Strasser	1984	Nurses	Job satisfaction
Larson & Fukami	1984	Unionized, newspaper employees	Absenteeism, turnover, performance
Werbel & Gould	1984	Registered nurses	Turnover
Ferris & Aranya	1983	Professional accountants	Turnover
Angle & Perry	1981	Transit workers	Tardiness, turnover
Wiener & Vardi	1980	Insurance sales agents, chemical manufacturing professionals	Attachment to the organization, effort, overall performance effectiveness
Hom, Katerberg, & Hulin	1979	Military personnel	Turnover
Mowday, Steers, & Porter	1979	Public employees	Absenteeism, turnover
Koch & Steers	1978	Public employees	Absenteeism, turnover
Marsh & Mannari	1977	Japanese electrical workers	Turnover ^a
Steers	1977	Scientists and Engineers	Attendance, turnover
Porter, Crampon, & Smith	1976	Management trainees	Turnover

Table 3 (Continued)

Researcher(s)	Year	Sample	Outcomes (correlates)
Porter, Steers, Mowday, & Boulian	1974	Psychiatric technicians	Turnover
Van Maanen	1975	Police Recruits	Performance
No effect			

Steers (1977; 1984) has proposed the following model for considering the attitude of organizational commitment:

Figure 3



Antecedents and consequences of organizational commitment (Steers, 1984, p. 466).

The work experiences that were examined in this study were "(1) group attitudes toward the organization; (2) the extent to which subjects expectations were met by the realities of the job; (3) feelings of personal importance to the organization based upon the actions of the organization over time; and (4) the extent to which the organization was seen as being dependable in carrying out its commitments to employees" (Steers, 1977). These work experiences are very closely related to the work values identified in the Research Model (Figure 2).

While the outcomes of organizational commitment identified in the literature reviewed and in the above model are commendable and would appear to be beneficial to any organization, Steers (1984) cautioned that high employee commitment may have some adverse effects for the individual and the organization.

High employee commitment often serves to reduce one's mobility and career advancement by holding the employee in one organization. In many cases, a person can advance more rapidly by changing organizations. Moreover, commitment in the extreme may create tension or stress in one's family life as this aspect of human development becomes increasingly ignored. High commitment may also create a "group think" phenomenon, where employees feel so strongly about the organization that they are reluctant to criticize it. (p. 467)

Extreme feelings of commitment may result in the development of a deep sense of guilt if individuals fail to live up to their personal expectations regarding job performance.

In addition to these potential negative outcomes for the highly committed individual, high commitment may also cause problems for the organization. "First, if high commitment leads to very little turnover, the chances for employee advancement are reduced. Second, without this infusion of new people brought about by turnover, fewer opportunities for the introduction of new ideas may result" (Steers, 1984, p. 467).

This is not to say that employee commitment is in itself detrimental, but rather it is a warning that individuals and managers should use caution to see that the development of commitment is balanced with the development of other aspects of life.

Salancik (1977) issued a similar warning. He pointed out that commitment should not be considered as good or bad but rather the value should be related to what a person's commitments are and how these lead to desirable personal and/or organizational outcomes.

Steers (1977) also found strong support for the association between commitment and employee desire to remain with an organization, but a weak relationship between commitment and performance. He offers several possible explanations for these findings. First, it may be that an attempting to retain highly trained, specialized technical personnel, organizations tend to end up with a stable but less productive or creative work force. Employees who are "moderate or low performers feel comfortable and committed in a nonthreatening environment, while high performers seek challenge elsewhere" (p. 54). This is supported by Salancik. "Those incapable of getting jobs elsewhere may be committed. If lack of mobility is due to lack of capability the benefits of keeping [these individuals] may be questionable" (1977, p. 43).

Steers' second explanation is based on the assumption that commitment has an attitudinal as well as a behavioural component. It may be that the sample in this study possessed an attitude of commitment that for some reason was not translated into behavioural intentions. The final explanation for the lack of correlation between commitment and performance in this study may be related to the failure of the researcher to control for the role of abilities and role clarity in the analysis.

Salancik (1977) identified two additional potential disadvantages of organizational commitment to an organization's flexibility. The first of these is the potential for the development of a "group think" phenomenon or a "homogenous group speaking with one voice and acting as a single mind" (p. 43). The second hazard is that the organization may become entrenched in the "security of traditional practices: which can lead to simply repeating past mistakes".

Theory of Job Satisfaction

Hulin & Smith (1965) proposed a linear model of job satisfaction using age, tenure on the job and with the company, job level, salary, and salary desired minus salary received as predictor variables of job satisfaction. Their results reveal satisfaction with work and pay for male but not for female employees in their sample to be the only dependent variables with consistent and significant relationships with the predictor variables.

Edwin Locke (1969) proposed a theory of job satisfaction in which he stated that job satisfaction was a pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values (1969, p. 316). Job satisfaction is a function of the individual's perception of the difference between what one wants from a job and what the job actually offers. Job satisfaction, according to Locke, would be the sum of those aspects of a job which the individual values not the result of multiplying the aspect by the value attached to it.

Wanous' & Lawler's (1972) findings indicate that the best measure of satisfaction can be determined by the independent or dependent variables that are related to satisfaction. They also support the concept "that facet satisfaction ratings reflect importance and that, therefore, multiplying facet satisfaction by facet importance is not necessary" (p.45).

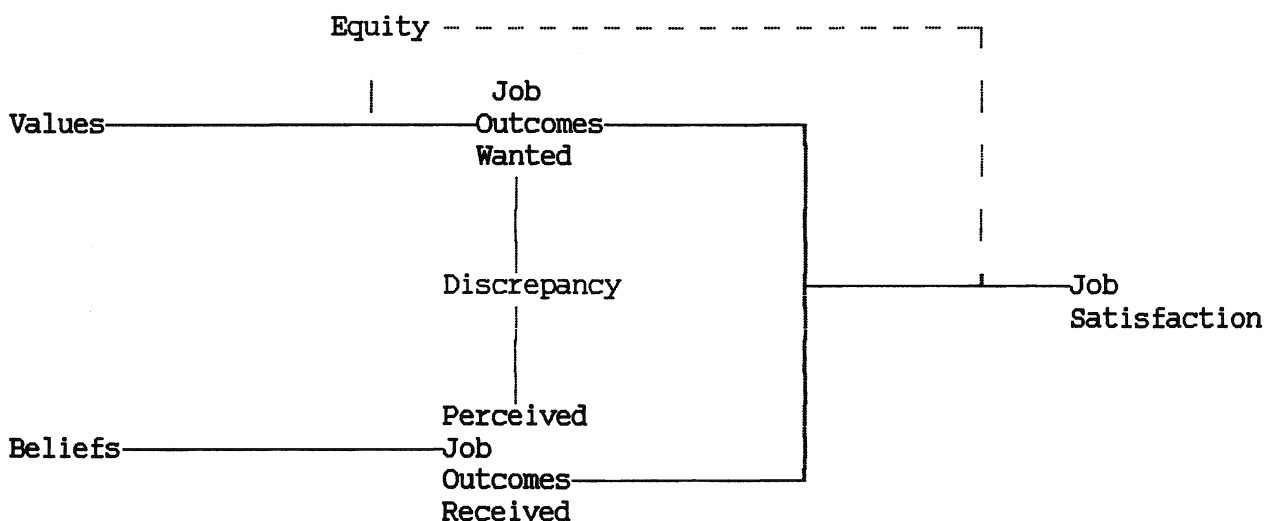
Wernimont (1972) suggested using a systems approach to job satisfaction. In this model, external or situational variables such as company policies, working conditions, technical competence of supervisor, interpersonal relations, salary, supervisor's behaviour and style, job design or nature of the job, promotion, and placement result in a set of internal or intermediate variables. These variables include feelings of recognition, advancement, achievement, responsibility, liking the work itself, fairness, or security.

These internal variables represent job satisfaction/dissatisfaction. The external and internal variables identified by Wernimont are much the same as the work values identified by Elizur (1984). The hypothesized outputs of this system include increases or decreases in absenteeism, turnover, effort, motivations, productivity, mental health, sales, and profits. These outputs then function as negative or positive feedback loops for the system.

Porter, et al. (1974) indicate that in a service-oriented organization or a non profit-oriented organization, "it is possible that some employees place a high value on the goals of the organization and such an orientation may outweigh--to a degree, at least--their like or dislike of particular tasks required to attain such goals" (p. 608).

Johns (1988) has proposed a model in which job satisfaction is "a function of the discrepancy between the job outcomes a person wants and outcomes that are perceived to be received.... The outcomes people want from a job are a function of their personal value systems, moderated by equity considerations" (p. 131). Figure 4 illustrates the model of job satisfaction proposed by Gary Johns.

Figure 4



How discrepancy and equity affect job satisfaction (from Gary Johns, 1988, p. 132)

As previously discussed, Rotchford & Roberts (1982), Hom (1979), and Logan, O'Reilly, & Roberts (1974) have identified a serious shortage of research regarding part-time employees and job satisfaction.

Hom (1979) identified differences in the level of job satisfaction of part-time workers related to the number of hours worked and whether or not the employment was intermittent and seasonal, that is peripheral, as opposed to steady and continuous. Regardless of the pattern of employment, these part-time retail sales employees' satisfaction was related to the achievement of work values which included satisfaction with workload, supervision, co-workers, pay, work conditions, and security. "Job peripherality" was inversely related to job satisfaction. An important demographic factor in Hom's study was race.

Logan, O'Reilly, & Roberts (1973) have identified different factors leading to job satisfaction in part-time and full-time employees but negligible differences in the level of satisfaction. In this study part-time hospital employees' job satisfaction was more related to co-workers and they also placed more emphasis on social factors related to their jobs than full-time employees who defined satisfaction as an interrelation of satisfaction with work, supervision, and promotions.

Gannon & Nothorn (1971) looked at the differences between long-term and short-term part-time employees. They found that personal traits and age differences existed between the two groups of employees. Tenure was not associated with job satisfaction in this study.

Dubinsky & Skinner (1984) have studied the organizational commitment and job satisfaction of full-time and part-time employees. Their study did not find any differences between the two groups for organizational commitment or job satisfaction when the demographic variables of age, sex, tenure, and education were controlled.

While there was no consistency among the studies reported, various outcomes such as pay, promotional opportunities, benefits, hours of work, and co-worker relations were cited as contributing in varying degrees to job satisfaction. These aspects of a job have been identified as work values by Elizur (1984).

This current research focuses on part-time faculty in a large community college. The relationship between the achievement of work values and job satisfaction will be studied.

Gannon & Nothorn (1971), Porter & Steers (1973), Price & Mueller (1981), Rusbult, Farrell, Rogers, & Mainous, (1988) and Williams & Hazer (1986) found turnover, absenteeism, and intent to stay as outcomes of job satisfaction.

Table 4 outlines the outcomes of job satisfaction as identified in major studies.

Table 4
Job Satisfaction as an Independent Variable

Researcher(s)	Year	Sample	Outcomes (correlates)
Rusbult, Farrell, Rogers, Mainous	1988	Students in a laboratory, union employees in a communications utility company	Turnover(-)
Williams & Hazer	1986	Previous research 1) Michaels & Spector (1982) 2) Bluedorn (1982)	Organizational commitment
Price & Mueller	1981	Nurses	Intent to stay, turnover(-)
Porter & Steers	1973	Previous research	Absenteeism(-), turnover(-)
Gannon & Nothorn	1971	Full-time and part-time supermarket checkers	Turnover(-)
Weissenberg & Gruenfeld	1968	Civil service supervisors	Job involvement

Model of Job Characteristics

Hackman and Oldham (1976) have developed a comprehensive model for designing enriched work. The elements of this model are

1. Core Job characteristics of skill variety, task identity, task significance, autonomy, and feedback from the job,
2. Critical Psychological States of experienced meaningfulness of the work, experienced responsibility for outcomes of the work, and knowledge of the actual results of the work activities, and
3. Outcomes of high internal work motivation, high "growth" satisfaction, high general job satisfaction, and high work effectiveness.
4. The relationships between the Core Job Characteristics and the Critical Psychological States and the Outcomes are moderated by knowledge and skill, growth need strength and "context" satisfactions.

As Bateman and Strasser (1984) point out, organizational commitment has been shown to be related consistently to "characteristics of the employee's job and role, including autonomy and responsibility, job variety and task identity..." (1984, pp. 95-96). Skill variety and task identity are two of the core job characteristics contributing to experienced meaningfulness of work, part of Hackman & Oldham's "Job Characteristics Model".

Autonomy or the degree of freedom a job provides, tends to increase the personal sense of responsibility for success and/or failure on the job. As individuals become more willing to be accountable for their work, the need for achievement (n Ach) should increase. Hackman & Oldham identify autonomy as contributing to responsibility for the outcomes of work. Steers (1977) includes need for achievement as an antecedent of organizational commitment.

Experienced meaningfulness of work and experienced responsibility for work are classified as critical psychological states in the Hackman & Oldham

model. Buchanan (1977) has identified experienced meaningfulness of work as one of the prime determinants of organizational commitment in the first year of career development of managers. He found that when the expectations of organizational life were exceeded during the first year of employment, the likelihood of commitment developing was enhanced. Also, if the initial work assignment was challenging and stimulating so that the self-image of the individual was bolstered and achievement needs were met, an attitude of commitment was positively affected. During the second through the fourth years of managerial career development, the greatest influence on the development of an attitude of commitment was the opportunity to have reinforcement of the manager's sense of making a real contribution to the organization.

Framework for Work Values

Values indicate goodness or badness attributed to various intellectual, economic, aesthetic, social, political, or religious elements of life experiences. The feelings or emotions which are integral parts of values are important motivational forces that signal the attractive and unattractive aspects of the environment to be avoided or pursued. Values are important for their effect on organizational behaviour. Job satisfaction is a collection of attitudes which workers have about their jobs which stems from the worker's beliefs and values, that is,

$$\text{Belief} + \text{Value} = \text{Attitude (Johns, p. 119).}$$

One determinant of the attitude of job satisfaction is work values.

Related Research

Job Satisfaction Related to Organizational Commitment

Curry, Wakefield, Price, & Mueller (1986) have pointed out that

both satisfaction and commitment are important in models that attempt to describe the processes through which individuals' experience of work influences various

outcomes, such as absenteeism and turnover.... If analysts simply treat the two variables as simultaneous determinants of an outcome, they may overlook total causal effects composed of both direct and indirect effects....

In service organizations such as hospitals, effectiveness and efficiency require a high level of morale among employees, because the services rendered are personal and labor intensive. It is therefore important for managers to know how rewards and incentives are linked to outcomes like satisfaction and commitment. (Curry, et al., 1986, p. 848)

Therefore, there is a practical implication for determining if there is any relationship between organizational commitment and job satisfaction. Several recent studies have attempted to identify the causal ordering of organizational commitment and job satisfaction.

Curry, Wakefield, Price, & Mueller (1986) found no evidence for the causal ordering of organizational commitment and job satisfaction in either direction. However, their results do indicate that most of the common covariation between these two concepts is due to their common antecedents: routinization and distributive justice. High levels of repetitive work are associated with low commitment and satisfaction. High levels of commitment and satisfaction are associated with low levels of repetitive work and high levels of fairness of rewards.

Bateman & Strasser (1984) found that commitment is one of several antecedents of satisfaction. Wiener & Vardi (1980) found that "calculative commitment", that is, commitment which is incentive-oriented, contributes to job satisfaction.

Williams' & Hazer's (1986) study indicated that job satisfaction is a causal factor contributing to organizational commitment.

Ferris & Aranya (1983) compared two commitment scales. One developed by Porter, Steers, Mowday & Boulian (1974) is the Organizational Commitment Questionnaire which will be used in this study. This measures organizational commitment as a psychological concept (Salancik, 1977) or as an attitude.

The other tool, developed by Hrebiniak & Alutto (1972), views organizational commitment as a sociological phenomenon (Salancik, 1977). Ferris & Aranya found some support for job satisfaction contributing to organizational commitment when the scale developed by Porter et al. was used.

Aranya, Kushnir, & Valency (1986) compared the organizational commitment of male and female accountants in Pakistan. They found that while women had lower levels of job satisfaction and organizational commitment, satisfaction was antecedent to commitment in both men and women.

Similarly, Welsch & LaVan (1981) found that satisfaction with work and promotion opportunities was positively correlated to organizational commitment.

Morrow & McElroy (1987) attempted to identify the differences in predictors of commitment and job satisfaction at different career stages related to chronological age, organizational tenure, and positional tenure. Their results indicated that workers in the last career stages identified as maintenance for age and organizational tenure and plateau for positional tenure were the most committed, that is, age, organizational, and positional tenure are positively correlated with commitment.

Glisson & Durick (1986) investigated the effect that variables from the three categories of job-task characteristics, organizational characteristics, and worker characteristics played in predicting commitment and satisfaction. Two job-task characteristics were significant predictors of satisfaction. Role ambiguity had a negative effect and skill variety, a positive effect on job satisfaction. Commitment was best predicted by two organizational characteristics, the organization's age, and leadership. Education, a worker characteristic, was found to have an inverse relationship with commitment.

Porter, Steers, Mowday, & Boulian (1974) found that organizational commitment and job satisfaction had a significant relationship, although each

contributed different information about the individual's relationship to the organization.

Bartol (1979); Hrebiniak & Alutto (1972); Stumpf & Hartman (1984), and Wiener & Gechman (1977) found some support for job satisfaction contributing to organizational commitment.

Achievement of Work Values Related to Organizational Commitment

In an attempt to simplify and organize the large number of factors which have been identified as contributing to organizational commitment, several researchers have identified antecedents according to occupational groups within their populations.

Mottaz (1986) classified the population in his study into five occupational groups and Morris & Koch (1979) identified three vocational groupings. Hackman & Oldham (1980) presented the average Job Diagnostic Survey scale scores for several job families.

The research reviewed for this study was grouped into seven job families or categories in order to identify any similarities among the antecedents of organizational commitment found in the literature reviewed across various job categories. The job families selected for this study were:

1. professional\technical jobs
2. managerial jobs
3. clerical jobs
4. sales jobs
5. service jobs
6. processing jobs
7. blue collar jobs.

Many of the studies included more than one job classification. Much of the research reviewed related to organizational commitment has been concerned with professional\technical and managerial jobs.

Thirty-two of the 61 studies or 52.4% included professional\technical job holders. These studies included Alutto, Hrebiniak, & Alonso (1973), teachers and nurses; Aranya, Kushnir, & Valency (1986), accountants; Aranya & Jacobson (1975), systems analysts; Bartol (1979), computer specialists; Becker (1960), school teachers; Bhagat & Chassie (1981), female accountants, elementary/secondary teachers, banking personnel, and university women's club members; Blau (1987), registered nurses; Brown (1969), power company professional and skilled employees; Colarelli, Dean, & Konstans (1987), accountants; Dornstein & Matalon (1989), technical, professional army personnel; Ferris & Aranya (1983), accountants; Hrebiniak & Alutto (1972), teachers and nurses; Kidron (1978), nurses and students; Lee (1969 & 1971), scientists; Luthans, Baack, & Taylor (1987), various professional positions from several large and small organizations; Mathieu (1988) & Mathieu & Hamel (1989), professional engineers and university faculty, ROTC cadets; McCloskey & McCain (1987), registered nurses; Morris & Koch (1979), non-academic university employees; Morris & Sherman (1980), mental health workers; Morris & Steers (1980) analysts; Morrow & McElroy (1987), department of transport technicians and professionals; Mottaz (1986), university faculty, registered nurses, elementary school teachers; O'Reilly & Caldwell (1981), M.B.A. graduates; Pazy & Zin (1987), engineers, technicians, physicists, mathematicians, graphic artists, theatrical directors, psychologists, social workers, lawyers, journalists, bankers; Rusbult & Farrell (1983), accountants and nurses; Sheldon (1971), scientists; Steers (1977), scientists and

engineers; Thornton (1970), junior college teachers; Wiener & Gechman (1971), teachers; and Welsch & LaVan (1981) hospital employees.

Several of these studies found various work values to be antecedent to organizational commitment for people holding professional\technical jobs. These were Bhagat & Chassie (1981), promotional opportunities; Blau (1987), feedback; Colarelli, Deans, & Konstans (1987), satisfaction with compensation, job security, supervision, co-workers; Dornstein & Matalon (1989), interesting, challenging work; Lee (1969), esteem; Luthans, Baack, & Taylor (1987), leadership; McCloskey & McCain (1987), advancement, recognition, work conditions; Morris & Sherman (1980), self-efficacy; Mottaz (1986), equitable pay, recognition, adequate work conditions and fringe benefits, supervisory and co-workers assistance and task autonomy, significance and involvement; and Sheldon (1971), prestige, pensions and social involvements.

Sixteen studies representing 26.2% of those reviewed included jobs classified as managerial. These were Baba & Knoop (1987), furniture industry middle and upper managers; Buchanan (1974), government and private sector managers and business executives; Curry, Wakefield, Price, & Mueller (1986), nurse managers; DeCotiis & Summers (1987), restaurant managers; Flynn & Solomon (1985), bank vice-presidents; Grusky (1966), private sector managers; Kidron (1978), insurance company managers, nurse managers; Luthans, Baack, & Taylor (1987), supervisors in a wide variety of organizations; Meyer & Allen (1984), university administrators; Morris & Steers (1980), university administrators; Morrow & McElroy (1987), department of transport supervisors; Mottaz (1986), police and educational administrators and factory supervisors; Pazy & Zin (1987), administrators; Stevens, Beyer, & Trice (1978), public sector managers; and Welsch & LaVan (1981), hospital administrators.

The following studies identified work values as antecedents of organizational commitment among managers: Baba & Knoop (1987), salary, leader behaviour, job scope; Buchanan (1974), work group attitudes, self-image reinforcement, personal importance, first year job challenge, expectations realized; DeCotiis & Summers (1987), communication and autonomy; Flynn & Solomon (1985), knowledge of results, responsibility, meaningful work, skill variety and autonomy; Luthans, Baack, & Taylor (1987), leadership; and Mottaz (1986), pay equity, promotional opportunities, income level, adequate work conditions and fringe benefits, supervisory and co-worker assistance and task autonomy, significance and involvement.

Eleven or 18.0% of the studies included service jobs. These were studies by Curry, Wakefield, Price, & Mueller (1986), hospital employees; Fukami & Larson (1984), newspaper employees; Glisson & Durick (1988), human service workers; Hall, Schneider, & Nygren (1970), foresters; Martin & O'Laughlin (1984), part-time army reservists; Morris & Steers (1980), university building and grounds workers; Morrow & McElroy (1987), department of transportation employees; Mottaz (1986), police officers; Schneider, Hall, & Nygren (1974), foresters; and Shoemaker, Snizek, & Bryant (1977), park and forest rangers.

The studies where work values were found to be antecedent to organizational commitment for service employees were Fukami & Larson (1984), supervisor relations, social involvement and job scope; Glisson & Durick (1988), leadership; Hall, Schneider, & Nygren (1970), security, co-workers, contribution to society and meaningful work; and Schneider, Hall, & Nygren (1974), esteem and increased levels of job challenge.

Eight of the studies representing 13.1% included jobs classified as blue collar. These included Angle & Perry (1983), bus operators; Baba & Jamal (1979), manufacturing, power plant and packaging plant employees; Farrell & Rusbult (1981), industrial workers; Gardell (1977), factory workers; Lincoln & Kalleberg (1985), manufacturing employees; Mathieu & Hamel (1989), naval shipyard workers; and Morris & Koch (1979), university employees.

Various work values were identified as antecedents of organizational commitment in blue collar workers by Angle & Perry (1983) recognition, compensation, work conditions, security, supervisors, accomplishment and social service; Baba & Jamal (1979), work conditions and task variety; Farrell & Rusbult (1981), pay and opportunity for promotion; and Gardell (1977), co-operation, autonomy and high demands on skill.

Clerical jobs were represented in seven or 11.5% of the studies. These were studies by Curry, Wakefield, Price, & Mueller (1986), hospital employees; Kidron (1978), insurance company and hospital employees; Mathieu & Hamel (1989), clerical and secretarial employees at an aircraft rework facility; Morris & Koch (1979), university employees; Morris & Steers (1980), university employees; Morrow & McElroy (1987), department of transportation employees; and Mottaz (1986), secretaries.

Mottaz (1986) identified work values as antecedent to organizational commitment among clerical workers. These values were pay equity, promotional opportunities, income level, adequate work conditions and fringe benefits, supervisory and co-worker assistance and task autonomy, significance and involvement. There were no identified processing jobs in the 61 studies reviewed.

In addition to classifying the antecedents of organizational commitment according to job groups, several authors have identified four categories into which the various antecedents fit. Dornstein & Matalon (1989), Mowday (1982), and Steers (1984) have identified four broad categories of antecedents to organizational commitment. The first category of personal factors includes age (older, tenured employees consistently are more committed); sex (women as a group tend to be more committed than men); and education (commitment is inversely related to education). Role-related characteristics also contribute to organizational commitment. Employees working on enriched or challenging jobs with low levels of role conflict and ambiguity report higher levels of commitment. Third, structural characteristics such as decentralization, functional dependence, formalization and employee-ownership contribute to higher levels of commitment. Finally, work experiences can increase employee commitment. Work experiences include organizational dependability, personal importance to the organization shown, for example, by employer interest in employee welfare, jobs which are important to the overall functioning of the organization, opportunities for social involvement in the organization, the feeling that employee expectations have been met on the job, perceived pay equity, and co-workers' attitudes toward the organization.

Flynn & Solomon (1985) have classified the antecedents of organizational commitment into three broad categories:

1. personal characteristics and values
2. job and organizational characteristics
3. attitudinal outcomes.

Personal characteristics include demographic variables such as age,

education, and tenure in the present job and in the organization. Values are social-normative beliefs, that is, a person's beliefs about what significant others, or a reference group, or the society at large think should be done moderated by the individual's motivation to comply.

Job characteristics represent organizational\situational influences. The design of jobs is an important aspect of this category. Some negative job properties are also included here. They are role stress, role overload, role conflict, and role ambiguity.

The attitudinal job outcome Flynn & Solomon found to be significant was satisfaction with aspects of the job.

In a further attempt to try to create some "order of the chaos" of the many antecedents of organizational commitment, an effort has been made to group these antecedents within the job families previously identified, according to Flynn's & Solomon's categories of personal characteristics and values, job and organizational characteristics, and attitudinal outcomes.

Table 5 shows the antecedents of organizational commitment identified in various studies, classified as personal characteristics or values, job and organizational characteristics and attitudinal outcomes for the identified job families.

Table 5

Summary of the Antecedents of Organizational Commitment by Job Families

	PROFESSIONAL/ TECHNICAL	MANAGERIAL	CLERICAL	SALES	SERVICE	BLUE COLLAR
Personal Character- istics	Alutto, Hrebiniak & Alonso 1973 investments	Alvi & Ahmed 1987 age, occupation	Alvi & Ahmed 1987 age, occupation		Alvi & Ahmed 1987 age, occupation	Alvi & Ahmed 1987 age, occupat- ion
	Alvi & Ahmed 1987 age, occupation	Kidron, 1978 Protestant work ethic	Kidron, 1978 Protestant work ethic		Fukami & Larson 1984 tenure	Angle & Perry 1983
	Aranya, Kushnir & Valency 1986 age, tenure gender, organizational level, cognitive/ affective orientation to the job, professional commitment	Meyer & Allen 1984 side bets Mottaz 1986 education Stevens, Beyer & Trice 1978 job involve- ment	Mottaz 1986 education		Glisson & Durick 1988 education (-) Shoemaker, Snizek & Bryant 1977 side bets	skill transfer- ability. education level, perceived job alter- natives, tenure, age, sex
	Aranya & Jacobson 1975 occupational commitment	Welsch & Lavan 1981 age, tenure				Farrell & Rusbult 1981 invest- ments
	Baba & Knoop 1987 age					
	Becker 1960 investments					
	Ferris & Aranya 1983 employment opportunities					
	Hrebiniak & Alutto 1972 tenure					

Table 5 (Continued)

	PROFESSIONAL/ TECHNICAL	MANAGERIAL	CLERICAL	SALES	SERVICE	BLUE COLLAR
	Lee 1969, 1971 tenure, personal/org- anizational goal congru- ence, profess- ional prestige					
	Luthans, Baack & Taylor 1987 age, education, organizational level, internal locus of control					
	Mathieu 1988 achievement motivation					
	Mathieu & Hamel 1989 mental health					
	Morris & Sherman 1981 self-efficacy, age, education					
	Mottaz 1986 education					
	Rusbult & Farrell 1983 alternatives					
	Sheldon 1971 position, age, tenure					
	Steers 1977 need for achievement					
	Stumpf & Hartman 1984 career exploration					
	Thornton 1970 professional commitment					
	Wiener & Gechman 197 involvement					

Table 5 (Continued)

	PROFESSIONAL/ TECHNICAL	MANAGERIAL	CLERICAL	SALES	SERVICE	BLUE COLLAR
	Welsch & LeVan 1981 age, tenure					
Personal Values	O'Reilly & Caldwell 1981 volitionality & irrevocabil- ity of job choice Steers 1977 group norms	Buchanan 1974, 1974 group norms				
Job and Organiza- tional Character- istics	Bhagat & Chassie 1981 promotional opportunities, role stress (-) Blau 1987 job scope Brown 1969 need satisfaction Collarelli, Dean & Konstans 1987 job conditions, competent management Curry, Wakefield, Price & Mueller 1986 organizational structure Dornstein & Matalon 1989 interesting, challenging work Hrebiniak & Alutto 1972 role stress(-)	Baba & Knoop 1987 salary, department size, job scope, initiating structure, considera- tion Buchanan 1974, 1974 job chall- enge, met expectations self-image reinforce- ment, feelings of importance, achievement of work values Curry, Wakefield, Price & Mueller 1986 organiza- tional structure DeCotiis & Summers 1987 perceived structure, communica- tions, autonomy, cohesiveness	Curry, Wakefield Price & Mueller 1986 organiz- ational structure Morris & Steers 1980 organiz- ational structure Morris & Koch 1979 role ambiguity (-), role conflict (-) Morrow & McElroy 1987 met job expectat- ions	Dubinsky & Skinner 1984 job charact- eristics	Curry, Wakefield, Price & Mueller 1986 organizat- ional structure Fukami & Larson 1984 job scope, job stress (-), supervisor relations, social involve- ment Glisson & Durick 1988 skill variety, role ambiguity (-), leadership, organizat- ion's age Hall, Schneider & Nygren 1970 satisfact- ion of affiliation and security needs	Angle & Perry 1983 relative wages, treatment by the organiz- ation Baba & Jamal 1979 opport- unity to think about other things, get relief have slack periods, move while working Brown 1969 need satisfac- tion Gardell 1977 autonomy, high demands on skill, cooper- ation

Table 5 (Continued)

	PROFESSIONAL/ TECHNICAL	MANAGERIAL	CLERICAL	SALES	SERVICE	BLUE COLLAR
	<p>Lee 1969, 1971 recognition, esteem, equitable pay, use of professional ability</p> <p>Luthans, Baack & Taylor 1987 leadership behaviour, satisfaction with leadership</p> <p>McCloskey & McCain 1987 met job expectations</p> <p>Morris & Koch 1979 role ambiguity (-), role conflict (-)</p> <p>Morris & Sherman 1981 role stress(-) self-efficacy</p> <p>Morris & Steers 1980 organization- al structure</p> <p>Morrow & McElroy 1987 met job expectations</p> <p>Mottaz 1986 work rewards</p> <p>Pazy & Zin 1987 person- environment fit</p> <p>Rusbult & Farrell 1983 rewards, costs</p>	<p>Flynn & Solomon 1985 ambiguity, uncertainty avoidance, motivating jobs, presence of equitable pay, core job dimen- sions, job challenge, opportun- ities for social interaction, job feedback</p> <p>Grusky 1966 rewards, costs</p> <p>Morris & Steers 1980 organizat- ional structure</p> <p>Morrow & McElroy 1987 met job expectations</p> <p>Pazy & Zin 1987 person- environment fit</p> <p>Stevens, Beyer & Trice 1978 role overload(-)</p> <p>Welsch & LeVan 1981 role stress (-)</p>			<p>Morris & Steers 1980 organiza- tional structure</p> <p>Morrow & McElroy 1987 met job expecta- tions</p> <p>Schneider, Hall & Nygren 1974 self-image/ organizat- ional goal congruence</p>	<p>Farrell & Rusbult 1981 rewards</p> <p>Lincoln & Kalleberg 1985 work structures employee services</p> <p>Morris & Koch 1979 role ambiguity (-), role conflict</p>

Table 5 (Continued)

	PROFESSIONAL/ TECHNICAL	MANAGERIAL	CLERICAL	SALES	SERVICE	BLUE COLLAR
	<p>Sheldon 1971 prestige, benefits, social involvement</p> <p>Steers 1977 job characteris- tics</p> <p>Welsch & LeVan 1981 role stress (-)</p>					
Attitud- inal Outcomes	<p>Aranya, Kushnir & Valency 1986 overall job satisfaction</p> <p>Bartol 1979 job satisfaction</p> <p>Hrebiniak & Alutto 1972 job satisfaction</p> <p>Mathieu & Hamel 1989 job satisfaction</p> <p>Wiener & Gechman 1971 job satisfaction</p> <p>Welsch & LeVan 1981 job satisfaction</p>	<p>Flynn & Solomon 1985 overall job satisfaction</p> <p>Welsch & LeVan 1981 job satisfaction</p>			<p>Martin & O'Laughlin 1984 job satisfact- ion</p>	

An examination of the antecedents of organizational commitment classified as "Job and Organizational Characteristics", indicates many examples of work values.

Rewards were antecedents of organizational commitment reported by Angle & Perry (1983), Baba & Jamal (1979), Baba & Knoop (1987), Bhagat & Chassie (1981), Colarelli, Dean, & Konstans (1987), Farrell & Rusbult (1981), Lee (1969 & 1971), McCloskey & McCain (1987), Mottaz (1986), and Sheldon (1971).

Instrumental outcomes were identified as antecedent to organizational commitment in studies by Angle & Perry (1983), Baba & Jamal (1979), Colarelli, Deans, & Konstans (1987), Farrell & Rusbult (1981), Hall, Schneider, & Nygren (1970), McCloskey & McCain (1987), Mottaz (1986), and Sheldon (1971).

Angle & Perry (1983), Baba & Knoop (1987), Blau (1987), Buchanan (1974), Colarelli, Deans, & Konstans (1987), Dornstein & Matalon (1989), Flynn & Solomon (1985), Fukami & Larson (1984), Hall Schneider, & Nygren (1970), Glisson & Durick (1988), Lee (1969), Luthans, Baack, & Taylor (1989), Morris & Sherman (1980), Mottaz (1986), Schneider, Hall, & Nygren (1974) and Sheldon (1971) identified affective outcomes of jobs as antecedents to organizational commitment.

Cognitive job outcomes were antecedent to organizational commitment in studies by Angle & Perry (1983), Baba & Jamal (1979), Baba & Knoop (1987), Blau (1987), Buchanan (1974), DeCotiis & Summers (1987), Farrell & Rusbult (1981), Flynn & Solomon (1985), Hall, Schneider, & Nygren (1970), Lee (1971), Mottaz (1986), and Schneider, Hall, & Nygren (1974).

Mottaz (1986) identified work values as the key determinants of organizational commitment. Work values reflect the relative importance assigned by an individual to various reward dimensions.

McCloskey & McCain (1987) found that satisfaction in a sample of registered nurses was directly related to the achievement of "safety rewards [to meet basic security needs, e.g. hours and benefits], social rewards [to meet needs to belong, e.g. contact with others] or psychological rewards [to meet self-actualization needs, e.g. control over working conditions, responsibility and recognition]" (1987, p.20).

This study found a decrease in the job satisfaction, organizational commitment and professionalism of nurses during the first six months of employment. They concluded that the

correlation between organizational commitment and professionalism gives additional evidence that this [correlation] reflects ...an adjustment to a particular organization and job. Our results suggest that employers need to assess initial expectations of new employees and either meet more of these expectations or be clear before hiring that these expectations are unrealistic. (1987, p. 24)

The "initial expectations" of the nurses in this sample fall within the work values identified by Elizur (1984).

Job Satisfaction Related to Achievement of Work Values

The antecedents of job satisfaction are as extensive as those for organizational commitment. Table 6 summarizes the antecedents identified in the research reviewed since 1965. As with the antecedents of organizational commitment, these studies are presented in reverse chronological order to identify any trends or changes in the antecedents identified during this time.

Table 6

Job Satisfaction as a Dependent Variable

Researcher(s)	Year	Sample	Antecedents (correlates)
McCloskey & McCain	1987	Nurses	Met job expectations
Morrow & McElroy	1987	Department of Transport employees	Satisfaction with supervision co-workers promotion
Rotchford & Roberts	1986	Previous research	Achievement of work values
Williams & Hazer	1986	Previous research 1) Michaels & Spector (1982) 2) Bluedorn (1982)	Equity, routinization, instrumental information, age
Loher, Noe, Moeller & Fitzgerald	1985	Previous research	Job complexity with high growth need strength
Dubinsky & Skinner	1984	Full-time and part-time retail department store employees	Job characteristics
Kemelgor	1982	Production workers	Congruence with supervisor's value structure
Vecchio & Keon	1981	Insurance company, manufacturing, hospital employees	Growth needs met, job design
James & Jones	1980	Firefighters, production, non-supervisory information systems personnel	Challenging, autonomous important jobs

Table 6 (Continued)

Researcher(s)	Year	Sample	Antecedents (correlates)
Penley & Hawkins	1980	Financial institution employees	Ethnicity, sex (of the worker and the supervisor)
Hom	1979	Retail sales employees	Satisfaction with workload supervision co-workers work pay physical work conditions job security, company identification
Batlis	1978	Electrical equipment manufac- turing employees	Job involvement
Katz	1978	Municipal, county and state employees	Job characteristics
Stone, Mowday & Porter	1977	Manufacturing employees	Met achievement needs
Cummings & Bigelow	1976	Blue-collar forging company employees	Job involvement
Downey, Sheridan & Slocum	1975	Steel workers	Task structure, leader behaviour
Hall & Gordon	1973	Women on the mailing lists of women's groups and college alumnae	Role overload, role conflict
Logan, O'Reilly & Roberts	1973	Full-time and part- time hospital workers	Work itself, pay, co-workers, promotions

Table 6 (Continued)

Researcher(s)	Year	Sample	Antecedents (correlates)
Iris & Barrett	1972	Chemical plant employees	Job importance
Wanous & Lawler	1972	Telephone company employees	Self-esteem, growth, security, autonomy, pay, social opportunities
Waters & Roach	1971	Insurance company personnel	Intrinsic variables i.e. motivators (for female workers)
Locke	1969	Previous research	Achievement of work values
Hulin & Smith	1965	Electronics manufacturing employees	Work, pay (for male workers)

Unlike organizational commitment, the antecedents of job satisfaction have consistently represented various work values. This is not surprising in light of Locke's (1969) definition of job satisfaction.

Job satisfaction is the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values.... The causes of job satisfaction are not in the job nor solely in man but lie in the relationship between them.... A job is not an entity but an abstraction referring to a combination of tasks performed by an individual in a certain physical and social context for financial (and other) remuneration.... A valid index of satisfaction would...be a sum of the evaluations of all job aspects to which the individual responds. (1969, pp. 316, 319, 330, 331)

Morrow & McElroy (1987) found that regardless of career stage, "respondents appeared to be dissatisfied with opportunities for promotion..., ambivalent concerning satisfaction with pay and work itself..., and reasonably satisfied with supervision and co-workers..." (1987, p. 339).

James & Jones (1980) found that challenging, autonomous, important jobs were directly related to job satisfaction. These are cognitive outcomes of work as previously identified from Elizur's (1984) description of work values.

Wanous & Lawler (1972) found esteem, security, autonomy, pay, and social opportunities to be antecedent to job satisfaction in service and blue collar employees in a telephone company.

Waters & Roach (1971) found that opportunity for growth and advancement, recognition for work done, responsibility on the job, and a sense of achievement contributed to job satisfaction in male technical employees.

Hulin & Smith (1965) found only work itself and pay were significant antecedents of job satisfaction for male, but not for female, manufacturing employees.

Several researchers have attempted to determine the effects of leadership on the job satisfaction of subordinates. Levanoni & Knoop (1985) found that path-goal theory was not supported in their study investigating the moderator effect of job characteristics on the relationship between leaders' behaviour and employees' satisfaction with supervision and the job. Williams & Hazer (1986) identified an important methodological limitation of path-goal analysis. "It does not allow for the simultaneous examination of the effects of exogenous variables on two or more endogenous variables" (1986, p. 229).

Kemelgor (1982) and Knoop (1982) did find some support for aspects of leadership contributing to job satisfaction. Penley and Hawkins (1980) reported that the ethnicity and sex of the supervisor affect job satisfaction. Downey, Sheridan, & Slocum (1975) identified leader behaviour and task structure as factors contributing to job satisfaction.

Williams & Hazer (1986) found that job characteristics, leadership consideration, equity, routinization, and instrumental information were antecedent to job satisfaction. Job characteristics were related to job satisfaction in studies by Dubinsky & Skinner (1984), Vecchio & Keon (1981), Katz (1978) and Hall & Gordon (1973).

Job involvement (Batlis, 1978) and job importance (Iris & Barrett, 1972) were found to be further antecedents of job satisfaction.

The achievement of work values was found to contribute to job satisfaction in the research of Downey, Sheridan, & Slocum, 1975; Dubinsky & Skinner, 1975; Hall & Gordon, 1975; Hom, 1979; Hulin & Smith, 1965; Iris & Barrett, 1972; James & Jones, 1980; Katz, 1978; Kemelgor, 1982; Logan, O'Reilly, & Roberts, 1973; McCloskey & McCain, 1987; Morrow & McElroy, 1987; Penley & Hawkins, 1980; Vecchio & Keon, 1981; Wanous & Lawler, 1972; Waters & Roach, 1971; and Williams & Hazer, 1986.

Organizational Commitment Related to Hackman & Oldham's Job Characteristics Model

Because meaningfulness of work and responsibility for work are internal work motivators, it is not possible to directly manipulate them when designing or managing work. Hackman and Oldham (1980) have identified three job characteristics which contribute to experienced meaningfulness of work. These are skill variety, task identity, and task significance.

Skill variety has been defined as the "degree to which a job requires a variety of different activities in carrying out the work, involving the use of a number of different skills and talents of the person" (Hackman & Oldham, 1980, p. 78). Task identity is the "degree to which a job requires completion of a 'whole' and identifiable piece of work, that is doing a job from beginning to end with a visible outcome" (1980, p. 78). The third job

characteristic of task significance is defined as the "degree to which the job has a substantial impact on the lives of other people, whether those people are in the immediate organization or in the world at large" (1980, p. 79).

Each of these job characteristics contributes to the meaningfulness of work. A job which is rated high on all of these characteristics would likely be perceived as meaningful by employees.

Autonomy or the "degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out" (Hackman & Oldham, 1980, p. 79) is the job characteristic which contributes to experienced responsibility for work.

Bateman & Strasser (1984) point out that commitment is related to the following job characteristics: autonomy, responsibility, job variety, and task identity and to personal characteristics including need for achievement (n Ach). Individuals with a high n Ach "typically seek out challenging jobs, prefer to assume personal responsibility for problem solution, and prefer situations where they receive clear feedback on task performance" (Steers & Spencer, 1977, p. 473). The job characteristics are the same as those identified by Hackman and Oldham (1980) in their model for work redesign. The findings of Steers and Spencer suggest that "enriched jobs may have the effect of contributing to reduced turnover and absenteeism because commitment has been shown to be strongly and inversely related to such behavior.... Enriched jobs serve to cue the achievement motive for high n Ach employees, leading to greater effort and performance...increasing the job scope of employee's work activities by providing greater amounts of variety, autonomy, feedback and so forth...to enhance employee commitment...(pp. 477-478).

Buchanan (1974), DeCotiis & Summers (1987), Hall & Schneider (1972), and Salancik (1977) found that the responsibility involved in a job had a positive effect on commitment. Welsch & LaVan's (1981) findings supported the hypothesis that greater commitment would result if the individual is given legitimate power and an opportunity to influence the decisions in an organization.

Job Satisfaction Related to Hackman & Oldham's Job Characteristics Model

Oldham, Hackman, & Pearce (1976) found that employees with strong growth need strength and who are also satisfied with their work, respond positively to enriched jobs.

Umstot, Bell, & Mitchell (1976) found that job enrichment had a substantial impact on job satisfaction. The Motivating Potential Scores (MPS) were positively correlated with the satisfaction scores in this study. When growth need strength scores were introduced as moderators, the MPS - Satisfaction relationship was slightly increased.

Rabinowitz, Hall, & Goodale (1977) found that job scope has a positive effect on job involvement which appears to have a significant individual differences component but that job satisfaction is more related to job characteristics.

Abdel-Halim's (1979) findings supported the positive relationship between job enrichment and job satisfaction. In this study the moderating effect of growth need strength was included.

An extensive search of the literature related to organizational commitment and job satisfaction has revealed that the achievement of work values is a significant antecedent of these two constructs. Many researchers, as identified previously, have identified the achievement of

work values as antecedent to the development of organizational commitment. The achievement of work values has been selected as a variable likely to contribute to both of the dependent variables in this study.

A model based on the above reasoning would include the achievement of work values as an antecedent of both organizational commitment and job satisfaction.

In summary, this study is concerned with the combined moderating effects of experienced meaningfulness of work and experienced responsibility for work on the relationships among the achievement of work values and job satisfaction and organizational commitment.

Hypotheses

The following hypotheses were generated in order to test the model:

1. Organizational commitment will be influenced by the achievement of work values; that is, organizational commitment will be predicted by the achievement of the reward, instrumental, affective, and cognitive aspects of work considered important by the individual.
2. Job satisfaction will be influenced by the achievement of work values; that is, job satisfaction overall will be predicted by the achievement of the rewards and instrumental, affective, and cognitive aspects of work considered important by the individual.
3. The internal work motivation/experienced meaningfulness of work will be influenced by the achievement of work values; that is, internal work motivation/experienced meaningfulness of work will be predicted by the achievement of work values.

4. The experienced responsibility for work will be influenced by the achievement of work values; that is, the experienced responsibility for work will be predicted by the achievement of work values.
5. Organizational commitment will be influenced by the internal work motivation/experienced meaningfulness of work; that is, organizational commitment will be predicted by the experienced meaningfulness of work.
6. Organizational commitment will be influenced by experienced responsibility for work; that is, organizational commitment will be predicted by experienced responsibility for work.
7. Job satisfaction will be influenced by internal work motivation/experienced meaningfulness of work; that is, job satisfaction will be predicted by internal work motivation/experienced meaningfulness of work.
8. Job satisfaction will be influenced by experienced responsibility for work; that is, job satisfaction will be predicted by experienced responsibility for work.
9. The relationship between the achievement of work values and organizational commitment will be moderated by experienced responsibility for work; that is, experienced responsibility for work will have a positive moderating effect on the relationship between the achievement of work values and organizational commitment.

10. The relationship between the achievement of work values and organizational commitment will be moderated by internal work motivation/experienced meaningfulness of work; that is, experienced meaningfulness of work will have a positive moderating effect on the relationship between the achievement of work values and organizational commitment.
11. The relationship between the achievement of work values and job satisfaction will be moderated by internal work motivation/experienced meaningfulness of work; that is, experienced meaningfulness of work will have a positive moderating effect on the relationship between the achievement of work values and job satisfaction.
12. The relationship between the achievement of work values and job satisfaction will be moderated by experienced responsibility for work, that is, experienced responsibility for work will have a positive moderating effect on the relationship between the achievement of work values and job satisfaction.

Figure 5 illustrates the hypotheses to be tested in this study.

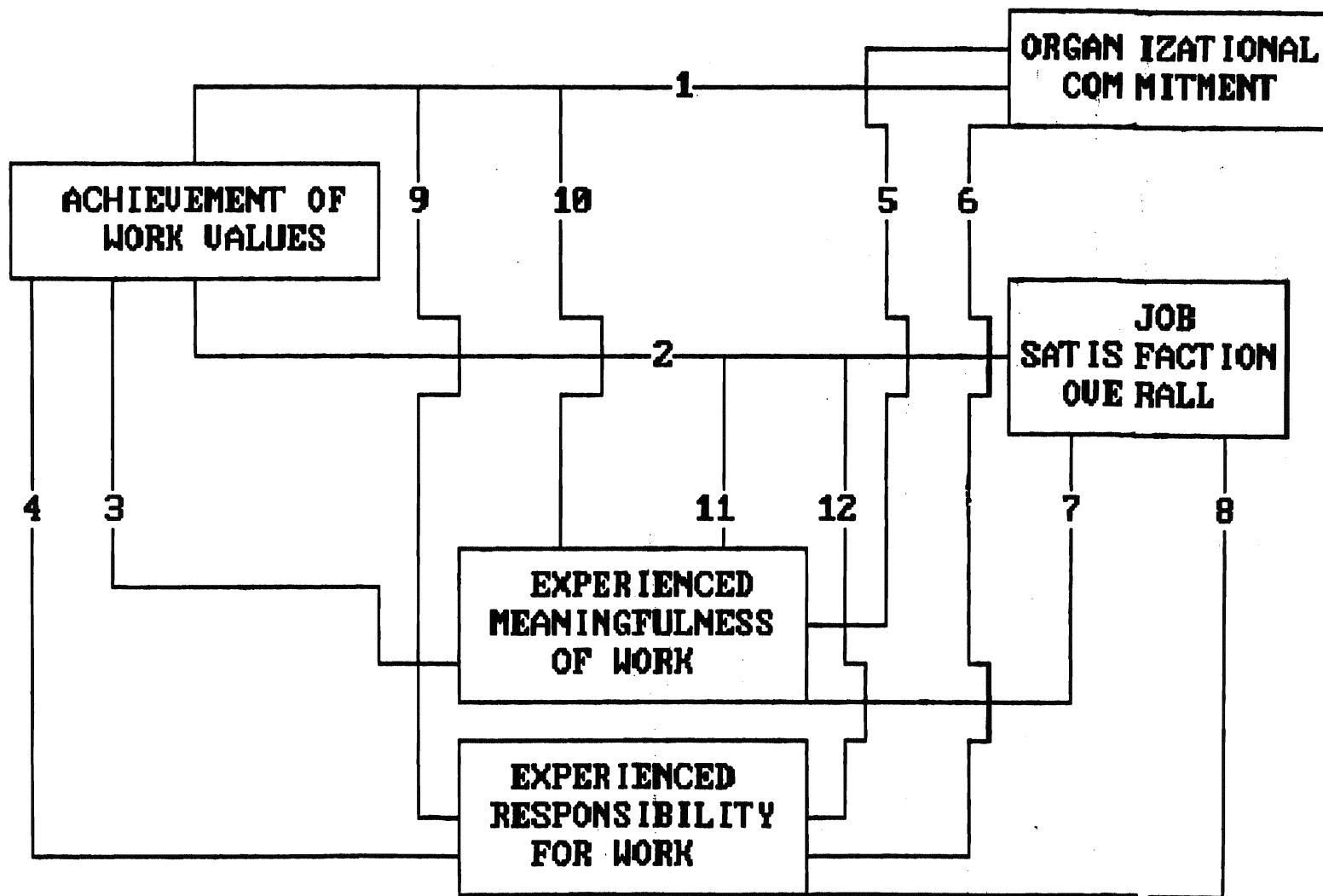


Figure 5

HYPOTHESES TO BE TESTED

CHAPTER THREE

The Research Procedures

Design and Sample

A survey was administered to all part-time instructors (n=508) in the areas of applied arts, applied science, business, fine arts, general education, health sciences, and technology at a community college in Ontario. Of the five hundred eight questionnaires distributed, one hundred fifty-five were returned and of these one hundred thirty-four were useable. Quantitative data were obtained and correlational analysis were used. The demographic data for the subjects are presented in tabular form in Table 7.

The Dean of Continuing Education was contacted to request permission to distribute the questionnaire to faculty in all divisions of the Faculty of Continuing Education. The Dean and the chairmen supported the request to survey the faculty. The chairmen were asked to provide the names and addresses of the faculty in each of their divisions who had taught in the fall 1988 semester. Correspondence regarding the administrative support for this research is found in Appendix A.

TABLE 7
DESCRIPTIVE DATA OF SAMPLE

		%
N (Sample)	134	
<u>Education</u>		
No degree	60	44.8
Bachelor	42	31.3
Master	22	16.4
Did not state	10	7.5
<u>Age</u>		
< 25	3	2.2
25 - 30	17	12.7
31 - 35	27	20.1
36 - 40	29	21.6
41 - 45	25	18.7
46 - 50	11	8.2
51 - 55	13	9.7
56 - 60	5	3.7
> 65	4	3.0
<u>Gender</u>		
Male	56	41.8
Female	70	52.2
Did not state	8	6.0
<u>Years of Experience in Present Position</u>		
0 - 2	50	37.3
3 - 5	36	26.8
6 - 10	30	22.4
> 10	13	9.6
Did not state	5	3.7
<u>Marital Status</u>		
Single	17	12.7
Married	104	77.6
Divorced	9	6.7
Did not state	4	3.0

Full-time college faculty members with additional part-time teaching responsibilities in the Faculty of Continuing were excluded because it was felt that it might be difficult for people to identify specific differences between full-time and part-time appointments within the same institution. Full-time faculty had also completed the survey instrument in 1987 for another study. Because the specific focus of this study is to determine job attitudes of part-time faculty in Continuing Education, full-time faculty responses and data from this previous research are beyond the scope of this study. Future research may investigate the differences between full-time and part-time faculty members.

The remaining individuals were sent a copy of the research tool, a letter explaining the purpose of the study and a self-addressed, stamped envelope. Those faculty who returned the questionnaire made up the sample for this study. The total number of faculty in the Faculty of Continuing Education who have only a part-time teaching appointment in the college is between 500 and 600, depending on the semester. Some people teach courses in more than one division, that is, someone may teach one course in applied arts and another in technology.

Each person was asked to respond to the survey tool based on his/her part-time teaching at the community college. Many teachers in the Faculty of Continuing Education at the college have full-time employment either outside the college or within the college in addition to their part-time teaching. They usually teach evenings and/or weekends.

The return rate from a mail-out survey without any follow-up is usually very low. Holm and Llewellyn (1986) suggest a return rate with a mailed questionnaire of less than fifty percent (p. 119). Other authors have suggested that a return rate of between 20 percent and 35 percent is not

uncommon with a mail out\mail back questionnaire (Oyster, Hanten, & Llorens, 1987, p. 93). For this study a twenty-five percent return rate was anticipated.

Measuring Instruments

Data were gathered through the use of a questionnaire. The set of questionnaire items was a subset of a larger survey that measured numerous aspects of organizational behaviour including the variables identified in the research model.

Organizational commitment was measured using the Organizational Commitment Questionnaire (OCQ) developed by Mowday, Steers, & Porter (1979). This instrument was developed to measure the degree to which individuals' feel committed to the employing organization. It includes items that pertain to the individual's belief in the organization's values and goals, willingness to expend considerable effort on behalf of the organization and intent to remain employed by the organization.

Several conclusions can be drawn concerning the utility of the Organizational Commitment Questionnaire.... Reasonably strong evidence was presented for the internal consistency and test-retest reliability of the OCQ.... The results suggest the overall measure...was relatively stable over short periods of time. Evidence was also presented of acceptable levels of convergent, discriminant, and predictive validity, particularly when compared against other similar attitude measures, (Mowday, et. al., 1979, p. 243)

The Organizational Commitment Questionnaire has become the most commonly used measure of the concept of organizational commitment. Many researchers have used this measure to assess organizational commitment. The means, standard deviations, and Cronbach alpha values found in some of these studies are summarized in Table 8.

Table 8

Means, Standard Deviations, and Cronbach's Alpha in Selected Research using the Organizational Commitment Questionnaire

Researcher(s)		Mean		Standard Deviation	Alpha
Angle & Perry	1983			.90	
Aranya, Kushnir, Valency	1986			.91	
Bhagat & Chassie	1981			.91	
Colarelli, Dean, Konstans	1987	5.03		.87	.88
Ferris & Aranya	1983			.87	
Flynn & Solomon	1985	5.28		1.03	.85
Glisson & Durick	1988	4.96		.91	
Martin & O'Laughlin	1984			Battalion A .86 Battalion B .81	
Mathieu & Hamel	1989	Non-professionals	4.97	1.13	.89
		Professionals	4.41	.94	.92
Morris & Steers	1980	4.64		1.30	.88
O'Reilly & Caldwell	1981			.89	.89

Job satisfaction was measured with the Hatfield, Robinson, & Huseman (1985) Job Perception Scales. This 21-item measure assesses satisfaction with five job facets: work, pay, promotion, supervision, and co-workers. The items were rated on a seven-point Likert scale. This measure is modelled after the Job Descriptive Index Scale (Smith, Kendall, & Hulin, 1969) which has probably been the most frequently used measure of job satisfaction. The Hatfield Scale is shorter but equally valid and reliable. A two-phase validity study has been undertaken to assess how well the individual scale

items discriminated among the five factors of satisfaction with work, pay, promotions, supervisor, and co-workers and also to assess convergent and discriminant validities. "Principal components analysis was used to evaluate the correlational structure of the 21 scales. Five factors emerged ...accounting for 64.2% of the total variance.... These semantic differential scales differentiate among the five aspects of satisfaction tested" (Hatfield, et al., p. 41). Using multitrait-multimethod procedures, the correlations for the different methods of measuring the same trait were greater than zero, providing evidence for convergent validity. The Job Perceptions Scale met the criteria for discriminant validity established by Campbell and Fiske (1959). These are that

1. different methods of measuring similar traits will show more agreement than different methods of measuring dissimilar traits,
2. common trait variance exceed common method variance, and
3. the pattern of trait intercorrelations should be replicated in all heterotrait-monomethod and hererotrait-heteromethod triangles.

Split-half reliability co-efficients using the Spearman-Brown formula ranged from .97 to .98 for the five factors. Co-efficient of stability over time for the five factors ranged from .64 to .80. The reliability co-efficients for this study appear in Table 9.

This present study measured the achievement of work values using sixteen job outcomes considered work values (Elizur, 1984). They were investigated in an Israeli study and grouped into the following domains: rewards (pay, status, advancement, recognition), instrumental (security, hours of work, work conditions, benefits), affective (co-workers, supervisor, esteem), and

cognitive (interest, independence, organization, achievement, meaningful work, responsibility, use of ability, contribution to society).

Experienced meaningfulness of work measures to what extent a person experiences work as meaningful, or something that "counts", not just something trivial.

All items used to gather data for this study from the larger survey instrument are found in Appendix B.

Data Analysis

Pearson correlation and stepwise multiple regression analyses were used to test the hypotheses. These data and the means and standard deviations will be presented in narrative and tabular form. For this study the level of significance that will be accepted is .01.

Many of the researchers (Baba & Knoop, 1987; Brown, 1969; Buchanan, 1974; Colarelli, Dean, & Konstans, 1987; DeCotiis & Summer, 1987; Farrell & Rusbult, 1981; Flynn & Solomon, 1985; Glisson & Durick, 1988; Hall, Schneider, & Nygren, 1970; Lee, 1969; McCloskey & McCain, 1987; Schneider, Hall, & Nygren, 1974; and Sheldon, 1971) identifying work values as antecedents of organizational commitment have used correlational analysis.

Correlational analysis was also used in the following research identifying work values as antecedents of job satisfaction: Downey, Sheridan, & Slocum, 1975; Hom, 1979; Hall & Gordon, 1975; Iris & Barrett, 1972; McCloskey & McCain, 1987; Wanous & Lawler, 1972; Waters & Roach, 1971, and Williams & Hazer, 1986.

Other researchers identifying work values as antecedent to organizational commitment used some form of regression analysis (Angle &

Perry, 1983; Baba & Jamal, 1979; Bhagat & Chassie, 1981; Blau, 1987; Buchanan, 1974; Fukami & Larson, 1984; Lee, 1971; Mottaz, 1986; and Morris & Sherman, 1980).

Regression analysis was used in studies by Hulin & Smith, 1965; Logan, O'Reilly & Roberts, 1973; and Penley & Hawkins, 1980; which identified work values as antecedents of job satisfaction.

Analysis of variance was used in research by Dubinsky & Skinner, 1984; Morrow & McElroy, 1987; and Vecchio & Keon, 1981; which identified work values as antecedents of job satisfaction.

Summary

One hundred thirty-four subjects participated in this survey which examined the impact of experienced meaningfulness of and responsibility for work on the relationships among the achievement of work values and organizational commitment and job satisfaction in part-time teachers in the Faculty of Continuing Education at an Ontario community college using quantitative data and correlational analyses. The data were collected via a mailed questionnaire. Pertinent demographic data were obtained as well. The data were collected over a five month-period and submitted for computer analysis.

CHAPTER FOUR

Findings

Introduction

This chapter is divided into two sections. The first section presents the descriptive data for the sample studied, describing the means, standard deviations, Cronbach alpha reliability co-efficients of the variables measured by the survey, and the Pearson correlation co-efficients for all variables. The second section describes the findings for each of the twelve hypotheses. For each hypothesis, the multiple correlations are listed but the hypotheses have been tested through multiple regression analyses.

Descriptive Data

The means and standard deviations of all the variables and Cronbach alpha reliability co-efficients of some of the variables are given in Table 9. All variables were rated on a seven-point Likert scale with the exception of achievement of work values which was rated on a five-point Likert scale.

The means for recognition, job security, convenient hours of work, benefits, and contribution to society for this study were 3.40, 3.33, 3.56, 2.79, and 3.64 respectively. The standard deviations for these same work values were .87, 1.12, 1.03, 1.23, and 1.00 respectively, indicating that, except for recognition, the achievement of these work values varied somewhat among faculty in continuing education.

TABLE 9
MEANS, STANDARD DEVIATION, AND
CRONBACH ALPHA RELIABILITY COEFFICIENTS
OF MODEL VARIABLES

	Mean	Standard Deviation	Alpha
<u>Achievement of Work Values</u>			
Recognition	3.40	.87	
Job Security	3.33	1.12	
Convenient Hours of Work	3.56	1.03	
Working Conditions	3.56	.84	
Benefits	2.79	1.23	
Esteem	3.85	.80	
Independence in Work	4.06	.71	
Sense of Achievement	3.92	.75	
Meaningful Work	4.10	.68	
Responsibility	4.13	.81	
Use of Abilities	4.20	.74	
Contribution to Society	3.64	1.00	
Job Status	3.48	.94	
Internal Work Motivation/ Experienced Meaningfulness of Work	26.21	2.20	.56
Experienced Responsibility for Work	16.32	1.80	.47
Organizational Commitment	37.73	8.52	.86
<u>General Job Satisfaction =</u>			
Satisfaction with Work	38.26	5.61	.79
Satisfaction with the Job	5.32	1.30	
Context Satisfaction			
Pay	34.25	6.46	.90
Promotions	40.67	7.18	.90
Co-workers	36.45	5.71	.89
Supervision	35.48	6.23	.82

The means for satisfaction with the job and context satisfaction, that is, satisfaction with pay, promotions, co-workers, and supervision were 34.25, 40.67, 36.45, and 35.48 respectively. The standard deviations were > 1 at 1.30, 6.46, 7.18, 5.71, and 6.23 for each of the variables. The remaining work value variables reported moderate to high mean scores and standard deviations of < 1 .

Organizational commitment was measured using Mowday, Steers, and Porter's (1979) Organizational Commitment Questionnaire. The mean scores and standard deviations in a variety of studies (see Table 8) compare with those reported in this study. In this study, the mean for organizational commitment was reported as 37.73 and the standard deviation was 8.52.

Factor analysis of all the data collected in the larger study that this study is a part of, showed that experienced meaningfulness of work was measuring the same variable as internal work motivation. This resulted in the creation of a new variable, "internal work motivation/experienced responsibility of work" (IWM/ERW). The mean for this variable was 26.21 and the standard deviation was 2.20. Experienced responsibility for work (ERW) had a mean of 16.32 and a standard deviation of 1.80. It should be noted that the alpha reliability coefficients for both variables were rather low, .56 for IWM/ERW AND .47 for ERW.

The Pearson correlation co-efficients for all variables in the model are reported in Table 10.

TABLE 10

PEARSON CORRELATION CO-EFFICIENTS
BETWEEN ACHIEVEMENT OF WORK VALUES AND
ORGANIZATIONAL COMMITMENT, JOB SATISFACTION
AND MODERATING VARIABLES

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1. Satisfaction with pay																					
2. Job status	.56***																				
3. Satisfaction with promotions	.87***	.50***																			
4. Recognition	.50***	.47***	.55***																		
5. Job security	.19*	.47***	.09	.25**																	
6. Convenient hours of work	.16	.27**	.24**	.35***	.18*																
7. Working conditions	.41***	.50***	.41***	.37***	.32***	.36***															
8. Benefits	.20**	.22**	.11	.16*	.54***	.09	.16*														
9. Satisfaction with coworkers	.76***	.45***	.90***	.56***	.06	.25**	.36***	.05													
10. Satisfaction with supervision	.77***	.40***	.92***	.51***	.04	.30**	.40***	.07	.88***												
11. Esteem	.46***	.49***	.54***	.54***	.16*	.09	.33***	.05	.50***	.51***											
12. Satisfaction with work	.88***	.52***	.94***	.56***	.12	.24*	.42***	.11	.91***	.88***	.50***										
13. Independence	.40***	.24**	.44**	.44***	-.10	.36***	.20*	-.11	.52***	.51***	.40***	.50***									
14. Sense of achievement	.46***	.38***	.49***	.65***	.09	.24**	.30***	.04	.50***	.46***	.64***	.55***	.51***								
15. Meaningful work	.29**	.47***	.31***	.47***	.29***	.22**	.32***	.12	.43***	.28**	.43***	.44***	.37***	.55***							
16. Having responsibility	.27**	.23**	.29**	.30***	.14	.16*	.17*	.17*	.34***	.29**	.26**	.38***	.35***	.40***	.35***						
17. Use of abilities	.39**	.38***	.40***	.40***	.04	.15*	.24**	-.07	.42***	.41***	.51***	.45***	.40***	.51***	.47***	.19*					
18. Contribution to society	.27**	.30***	.23**	.34***	.24**	.11	.38***	.13	.33***	.19*	.23**	.36***	.24**	.28**	.42***	.29**	.22**				
19. Internal work motivation/experienced meaningfulness of work	.41***	.45***	.37***	.35***	.13	.17*	.26**	.03	.44***	.31***	.37***	.50***	.31***	.52***	.60***	.33***	.37***	.35***			
20. Experienced responsibility for work	.15	.17*	.13	.08	-.04	.12	.10	-.13	.13	.13	.12	.17*	.19*	.25**	.20*	.09	.08	-.03	.62***		
21. Organizational commitment	.61***	.45***	.68***	.48***	.07	.29**	.47***	-.02	.60***	.62***	.32***	.63***	.31***	.40***	.24**	.22**	.21*	.24**	.34***	.14	
22. Satisfaction with the job	.59***	.45***	.61***	.44***	.18*	.31***	.42***	.08	.59***	.59***	.45***	.63***	.38***	.45***	.39***	.17*	.36***	.21*	.43***	.20**	.67***

*p<.05 **p<.01 ***p<.001

Findings of Hypothesis One

Hypothesis One states:

Organizational commitment will be influenced by the achievement of work values; that is, organizational commitment will be predicted by the achievement of the reward, instrumental, affective, and cognitive aspects of work considered important by the individual.

Much of the literature reviewed in this study showed that "organizational commitment" and the "achievement of work values" have a significant and high correlation. In this study, as shown in Table 10, there was a highly significant, positive correlation between "organizational commitment" and the achievement of the reward work values of "satisfaction with pay" ($r = .61, p < .001$), "job status" ($r = .45, p < .001$), "satisfaction with promotions" ($r = .68, p < .001$), and "recognition" ($r = .48, p < .001$); the instrumental work value of "working conditions" ($r = .47, p < .001$), the affective work values of "satisfaction with co-workers" ($r = .60, p < .001$), "satisfaction with supervision" ($r = .62, p < .001$), and "esteem" ($r = .32, p < .001$), and the cognitive work values "independence" ($r = .31, p < .001$) and "sense of achievement" ($r = .40, p < .001$). "Satisfaction with work" was also highly and significantly correlated with "organizational commitment" ($r = .63, p < .001$). "Organizational commitment" was only moderately yet significantly correlated with "convenient hours of work" ($r = .29, p < .01$), an instrumental work value, and "meaningful work" ($r = .24, p < .01$), "having responsibility" ($r = .22, p < .01$) and "contribution to society" ($r = .24, p < .01$), cognitive work values. "Organizational commitment" was also correlated positively and significantly

with the cognitive work value "use of abilities" ($r = .21$, $p < .05$). "Organizational commitment" was not significantly correlated with "job security" ($r = .07$, $p > .05$) and "benefits" ($r = -.02$, $p > .05$) and in the case of "benefits", the relationship was negative.

Table 11

Stepwise Multiple Regression Results with Organizational Commitment as the Dependent Variable and Achievement of Work Values as the Predictor Variable

Achievement of Work Values	Organizational Commitment					
	R^2	ΔR^2	BETA	F	DF	Sig F
Satisfaction with Promotions	.43		.56	72.68	1,96	3.96(p=.05)
Recognition	.45	.02	.18	39.47	2,95	3.11(p=.05)

Stepwise multiple regression analysis (see Table 11) showed that only two of the work values, "satisfaction with promotions" and "recognition", predicted "organizational commitment". These two work values accounted for forty-five percent of the variance in this relationship. No other work values entered the equation.

For an F to be significant with $DF = (1,96)$, its value should be at least 3.96 $p = .05$. Both of the predictors are significant beyond the .001 level [F values for .001 level of significance with $DF = (1,96) = 11.61$; $DF = (2,95) = 7.71$].

Based on the results of the regression analysis, Hypothesis One was partially supported. "Satisfaction with promotions", the most important of

the predictors, explained forty-three percent of the variance in "organizational commitment" with a Beta of .56. "Recognition" explained an additional two percent of the variance. All the other work values predicted to have a relationship with organizational commitment, did not contribute to its variance.

Findings of Hypothesis Two

Hypothesis Two states:

Job satisfaction will be influenced by the achievement of work values, that is, job satisfaction will be predicted by the achievement of the reward, instrumental, affective and cognitive aspects of work considered important by the individual.

As shown in Table 10, the outcome "job satisfaction" was highly and significantly correlated with the achievement of the reward work values "satisfaction with pay" ($r = .59, p < .001$), "job status" ($r = .45, p < .001$), "satisfaction with promotions" ($r = .61, p < .001$) and "recognition" ($r = .44, p < .001$); the instrumental work values "convenient hours of work" ($r = .31, p < .001$) and "working conditions" ($r = .42, p < .001$); the affective work values "satisfaction with co-workers" ($r = .59, p < .001$), "satisfaction with supervision" ($r = .59, p < .001$) and "esteem" ($r = .45, p < .001$); and the cognitive work values "independence" ($r = .38, p < .001$), "sense of achievement" ($r = .45, p < .001$), "meaningful work" ($r = .39, p < .01$) and "use of abilities" ($r = .36, p < .001$). "Job satisfaction" was also highly and significantly correlated with "satisfaction with work" ($r = .63,$

$p < .001$). There was a significant correlation between "job satisfaction" and "job security" ($r = .18$, $p < .05$), an instrumental work value, and two cognitive work values, "having responsibility" ($r = .17$, $p < .05$) and "contribution to society" ($r = .21$, $p < .05$). There was no significant correlation between "benefits" and "job satisfaction" ($r = .08$, $p > .05$).

Stepwise multiple regression analysis (see Table 12), however, revealed that only two of the variables accounted for any of the variance in "job satisfaction". "Satisfaction with promotions" explained thirty-six percent of the variance in "job satisfaction" and "meaningful work" explained an additional six percent of the variance.

For an F to be significant with $DF = (1,101)$, its value should be at least 3.95 $p = .05$. Both of the predictors are significant beyond the .001 level [F values for .001 level of significance with $DF = (1,101) = 11.62$; $DF = (2,100) = 7.49$].

Based on the results of the regression analysis, Hypothesis Two was also partially supported. "Satisfaction with promotions", the most important of the predictors, explained thirty-six percent of the variance in "satisfaction with the job" with a Beta of .52. "Meaningful work" explained an additional six percent of the variance.

Table 12

Stepwise Multiple Regression Results with Job Satisfaction as the Dependent Variable and Achievement of Work Values as the Predictor Variables

Achievement of Work Values	Satisfaction with the Job					
	R ²	Δ R ²	BETA	F	DF	Sig F
Satisfaction with Promotions	.36		.52	57.03	1,101	3.94(p=.05)
Meaningful Work	.42	.06	.25	35.56	2,100	3.94(p=.05)

Findings of Hypothesis Three

Hypothesis Three states:

Internal work motivation/experienced meaningfulness of work will be influenced by the achievement of work values.

There was a high, significant correlation between "internal work motivation/experienced meaningfulness of work" and the achievement of "job satisfaction" ($r = .43$, $p < .001$) and "satisfaction with work" ($r = .50$, $p < .001$). "Internal work motivation/experienced meaningfulness of work" was highly and significantly correlated with the achievement of the reward work values of "satisfaction with pay" ($r = .41$, $p < .001$), "job status" ($r = .45$, $p < .001$), "satisfaction with promotions" ($r = .37$, $p < .01$), and "recognition" ($r = .35$, $p < .001$); the affective work values of "satisfaction with coworkers" ($r = .44$, $p < .001$), "satisfaction with supervision" ($r = .31$, $p < .001$) and "esteem" ($r = .37$, $p < .001$); and the cognitive work values of "independence" ($r = .30$, $p < .001$), "sense of achievement" ($r = .52$, $p < .001$), "meaningful work" ($r = .60$, $p < .001$), "having responsibility" ($r = .33$, $p < .001$), "use of ability" ($r = .37$, $p < .001$).

.001) and "contribution to society" ($r = .35, p < .001$). There was a moderate, significant correlation between "internal work motivation/experienced meaningfulness of work" and "working conditions" ($r = .26, p < .01$) an instrumental work value. The instrumental value "convenient hours of work" was significantly correlated with "internal work motivation/experienced meaningfulness of work" ($r = .17, p < .05$). No significant correlations were found between "internal work motivation/experienced meaningfulness of work" and "job security" ($r = .13, p > .05$) and "benefits" ($r = .03, p > .05$).

Table 13

Stepwise Multiple Regression Results with Internal Work Motivation/Experienced Meaningfulness of Work as the Dependent Variable and Achievement of Work Values as the Predictor Variable

Achievement of Work Values	Internal Work Motivation/Experienced Meaningfulness of Work					
	R^2	ΔR^2	BETA	F	DF	Sig F
Meaningful Work	.37		.27	51.24	1,101	3.94(p=.05)
Satisfaction with Work	.41	.04	.67	34.44	2,100	4.87(p=.05)
Satisfaction with Supervision	.45	.04	-.48	27.08	3,99	4.02(p=.05)
Sense of Achievement	.48	.03	.24	22.69	4,98	3.75(p=.05)

Stepwise multiple regression analysis (see Table 13) revealed that the work values "meaningful work", "satisfaction with work", "satisfaction with supervision", and "sense of achievement" together explained forty-eight percent of the variance in "internal work motivation/meaningfulness of work".

For an F to be significant with $DF = (1,101)$, $DF = (2,100)$, $DF = (3,99)$ and $DF = (4,98)$ the values should be 3.94, 4.87, 4.02, and 3.75. "Meaningful

work" and "satisfaction with work" are both significant beyond the .001 level [F values for .001 level of significance with $DF = (1,01) = 11.62$ and $DF = (2,100) = 7.49$].

The F value for .001 level of significance with $DF = (3,99) = 5.94$. Therefore, "satisfaction with supervision" is a significant predictor of "internal work motivation/experienced meaningfulness of work".

"Sense of achievement" was also a significant predictor in this relationship with an F value of 22.69. When $DF = (4,98)$, $F = 5.09$ for .001 level of significance.

Based on the results of the regression analysis, Hypothesis Three was again only partially supported. "Meaningful work", the most important of the predictors, explained about thirty-seven percent of the variance in "internal work motivation/experienced meaningfulness of work". "Satisfaction with work" explained an additional four percent of the variance and had a Beta of .67. "Satisfaction with supervision" explained a further four percent of the variance with a significant but negative Beta of $-.48$. That is, its influence on "internal work motivation/experienced meaningfulness of work" is negative. A "sense of achievement" contributed an additional three percent of the variance in this relationship.

Findings of Hypothesis Four

Hypothesis Four states:

The experienced responsibility for work will be influenced by the achievement of work values.

Table 10 shows the correlation results between "experienced responsibility for work" and the various work values. There was a moderate, significant correlation between "experienced responsibility for work" and the cognitive work value "sense of achievement" ($r = .25, p < .01$). There was a significant correlation between "experienced responsibility for work" and "satisfaction with work" ($r = .17, p < .05$); the reward value "job status" ($r = .16, p < .05$); and the cognitive values "independence" ($r = .19, p < .05$) and "meaningful work" ($r = .20, p < .05$). There were no significant correlations between "experienced meaningfulness of work" and "satisfaction with pay" ($r = .15, p > .05$), "satisfaction with promotions" ($r = .13, p > .05$), "recognition" ($r = .08, p > .05$), "job security" ($r = -.04, p > .05$), "convenient hours of work" ($r = .12, p > .05$), "working conditions" ($r = .10, p > .05$), "benefits" ($r = -.13, p > .05$), "satisfaction with co-workers" ($r = .13, p > .05$), "satisfaction with supervision" ($r = .13, p > .05$), "esteem" ($r = .12, p > .05$), "having responsibility" ($r = .09, p > .05$), "use of abilities" ($r = .08, p > .05$), and "contribution to society" ($r = -.03, p > .05$). "Job security" ($r = -.04$), "benefits" ($r = -.12$), and "contribution to society" ($r = -.03$) were negatively correlated with "experienced responsibility for work".

Stepwise multiple regression analysis (see Table 14) revealed that only one work value, "sense of achievement", explained a small percent of the

variance (6 %) in "experienced responsibility for work". None of the other work values, predicted to have a relationship with "job satisfaction", contributed to its variance.

For an F to be significant with $DF = (1,101)$, its value should be at least 3.95 ($p=.05$). "Sense of achievement" is only significant at the .05 level [F value for .001 level of significance with $DF = (1,101) = 11.62$ and F value for .01 level of significance with $DF = (1,101) = 7.00$].

Based on the results of the regression analysis, Hypothesis Four was not supported. "Sense of achievement" explained only about six percent of the variance in "experienced responsibility for work". With an F value of 6.63, "sense of achievement" does not predict any significant variance in "experienced responsibility for work".

Table 14

Stepwise Multiple Regression Results with Experienced
Responsibility for Work as the Dependent Variable and
Achievement of Work Values as the Predictor Variable

Experienced Responsibility for Work

Achievement of Work Values	R^2	ΔR^2	BETA	F	DF	Sig F
Sense of Achievement	.06		.27	6.63	1,101	3.97($p=.05$)

Findings of Hypothesis Five

Hypothesis Five states:

Organizational commitment will be influenced by the internal work motivation/experienced meaningfulness of work.

There was a highly significant correlation between "organizational commitment" and "internal work motivation/experienced meaningfulness of work" ($r = .34$, $p < .001$), (see Table 10).

Table 15

Stepwise Multiple Regression Results with Organizational Commitment as the Dependent Variable and Internal Work Motivation/Experienced Meaningfulness of Work as the Predictor Variable

	Organizational Commitment					
	R^2	ΔR^2	BETA	F	DF	Sig F
Internal Work Motivation/ Experienced Meaningfulness of Work	.12		.34	15.57	1,118	3.92(p=.05)

Stepwise multiple regression analysis (see Table 15) reveals that "internal work motivation/experienced meaningfulness of work" explained a moderate twelve percent of the variance in "organizational commitment".

For an F to be significant with $DF = (1,118)$, its value should be at least 3.92 ($p=.05$). "Internal work motivation/experienced meaningfulness of work" is significant beyond the .001 level [F value for .001 level of significance with $DF = (1,118) = 11.38$].

Based on the results of the regression analysis, Hypothesis Five was supported. "Internal work motivation/experienced meaningfulness of work" explained about twelve percent of the variance in organizational commitment.

Findings of Hypothesis Six

Hypothesis Six states:

Organizational commitment will be influenced by experienced responsibility for work.

There was a significant correlation between "organizational commitment" and "experienced responsibility for work" ($r = .14$, $p < .05$), (see Table 10).

Multiple regression analysis demonstrated that "experienced responsibility for work" did not explain any of the variance in "organizational commitment".

There was no support for Hypothesis Six.

Findings of Hypothesis Seven

Hypothesis Seven states:

Job satisfaction will be influenced by internal work motivation/experienced meaningfulness of work.

There was a high significant correlation between "satisfaction with work" and "internal work motivation/experienced meaningfulness of work" ($r = .50$, $p < .001$) (see Table 10).

Multiple regression analysis (see Table 16) revealed that "internal work motivation/experienced meaningfulness of work" explained nineteen percent of the variance in "satisfaction with the job".

For an F to be significant with $DF = (1,127)$, its value should be at least 3.84 ($p=.05$). "Internal work motivation/experienced meaningfulness of work" is significant beyond the .001 level [F value for .001 level of significance with $DF = (1,127) = 10.83$].

Based on the results of the regression analysis, Hypothesis Seven was supported. "Internal work motivation/experienced meaningfulness of work" explained a moderate nineteen percent of the variance in "satisfaction with the job".

Table 16

Stepwise Multiple Regression Results with Job Satisfaction as the Dependent Variable and Internal Work Motivation/Experienced Meaningfulness of Work as the Predictor Variable

Internal Work Motivation/ Experienced Meaningfulness of Work	Satisfaction with the Job					
	R^2	ΔR^2	BETA	F	DF	Sig F
	.19		.43	29.32	1,127	3.84(p=.05)

Findings of Hypothesis Eight

Hypothesis Eight states:

Job satisfaction will be influenced by experienced responsibility for work.

There was a moderate, significant correlation between "satisfaction with the job" and "experienced responsibility for work" ($r = .20$, $p < .01$) (see Table 10).

Table 17

Stepwise Multiple Regression Results with Job Satisfaction as the Dependent Variable and Experienced Responsibility for Work as the Predictor Variable

Satisfaction with the Job						
Experienced Responsibility for Work	R ²	Δ R ²	BETA	F	DF	Sig F
	.04		.20	5.24	1,127	3.84(p=.05)

Multiple regression analysis (see Table 17) demonstrated that "experienced responsibility for work" accounted for four percent of the variance in "satisfaction with the job".

For an F to be significant with $DF = (1,127)$, its value should be at least 3.84 ($p=.05$). "Experienced responsibility for work" is significant only at the .05 level [F value for .01 level of significance with $DF = (1,127) = 10.83$; F value for .001 level of significance with $DF = (1,127) = 6.64$].

Based on the results of the regression analysis, Hypothesis Eight was technically, though not meaningfully, supported. "Experienced responsibility for work" explained only four percent of the variance in "satisfaction with the job" with an F value of 5.24.

Findings of Hypothesis Nine

Hypothesis Nine states:

The relationship between the achievement of work values and organizational commitment will be moderated by experienced responsibility for work.

Multiple regression analysis (see Table 18) revealed that "experienced responsibility for work" did not explain any further variance in the relationship between "organizational commitment" and "achievement of work values".

For an F value to be significant with $DF = (1,95)$, $p = .001$, its value should be at least 11.64; and with $DF = (2,94)$ and $p = .001$, the F value should be at least 7.71. Therefore, both of the predictors are significant beyond the .001 level.

Based on the results of the regression analysis, Hypothesis Nine was not supported. "Experienced responsibility for work" did not explain any further variance in the relationship between "organizational commitment" and "achievement of work values" than that explained by the "achievement of work values" alone.

Table 18

Stepwise Multiple Regression Results with Organizational Commitment as the Dependent Variable, Achievement of Work Values as the Predictor Variable and Experienced Responsibility for Work as the Moderating Variable

Achievement of Work Values/ Experienced Responsibility for Work	Organizational Commitment					
	R ²	ΔR^2	BETA	F	DF	Sig F
Satisfaction with Promotions	.43		.66	71.80	1,95	3.96(p=.05)
Recognition	.45	.02	.18	39.18	2,94	3.11(p=.05)

Hypothesis One stated that the achievement of work values would predict organizational commitment. This study found that only two work values, "satisfaction with promotions" and "recognition", predicted forty-five percent of the variance in organizational commitment (see Table 11). When "experienced responsibility for work" was included in this relationship as a possible moderating variable, there was no change in the variables or their contribution to the variance in organizational commitment (Table 18).

Findings of Hypothesis Ten

Hypothesis Ten states:

The relationship between the achievement of work values and organizational commitment will be moderated by internal work motivation/experienced meaningfulness of work.

Table 19

Stepwise Multiple Regression Results with Organizational Commitment as the Dependent Variable, Achievement of Work Values as the Predictor Variable and Internal Work Motivation/Experienced Meaningfulness of Work as the Moderating Variable

Achievement of Work Values/ Internal Work Motivation/ Experienced Meaningfulness of Work	Organizational Commitment					
	R ²	ΔR^2	BETA	F	DF	Sig F
Satisfaction with Promotions	.43		.56	71.80	1,95	3.96(p=.05)
Recognition	.45	.02	.18	39.18	2,94	3.09(p=.05)

Stepwise multiple regression analysis (see Table 19) demonstrated the ability of "satisfaction with promotions" and "recognition" to predict "organizational commitment", but did not show any moderating effect by "internal work motivation/experienced meaningfulness of work". The work values of "satisfaction with promotions" and "recognition" accounted for forty-five percent of the variance in this relationship.

Hypothesis One stated that the achievement of work values would predict organizational commitment. This study found that only two work values, "satisfaction with promotions" and "recognition", predicted forty-five percent of the variance in organizational commitment (see Table 11). When "internal work motivation/experienced meaningfulness of work" was included in this relationship as a possible moderating variable, there was no change in the variables or their contribution to the variance in organizational commitment (Table 19).

For an F value to be significant with $DF = (1,95)$, $p = .001$, its value should be at least 11.64; and with $DF = (2,94)$ and $p = .001$, the F value

should be at least 7.71. Therefore, both of the predictors are significant beyond the .001 level.

Findings of Hypothesis Eleven

Hypothesis Eleven states:

The relationship between the achievement of work values and job satisfaction will be moderated by internal work motivation/experienced meaningfulness of work.

Stepwise multiple regression analysis (see Table 20) revealed that the work value "satisfaction with work", "esteem", and "job security" explained forty-six percent of the variance in "job satisfaction".

The F values for the work values "satisfaction with work", "esteem", and "job security", variables which explained forty-six percent the variance in this relationship, were 63.74, 37.76, and 27.63, respectively. All three of the predictors were significant beyond the .001 level [F value for .001 level of significance with $DF = (1,100) = 11.62$; F value for .001 level of significance with $DF = (2,99) = 7.49$; F value for .001 level of significance with $DF = (3,98) = 5.94$] for "satisfaction with work", "esteem", and "job security".

While "internal work motivation/experienced meaningfulness of work" (IWM/EMW) did appear as one of the variables contributing to the variance in job satisfaction (see Table 12), the inclusion of this variable in the multiple regression analysis did change the work values which contributed to job satisfaction. Without IMW/EMW, "satisfaction with promotions" and "meaningful work" explained forty-two percent of the variance in "job

satisfaction". When IMW/EMW was included as a potential moderator of the relationship between the achievement of work values and job satisfaction, the work values which emerged as explaining forty-six percent of the variance in "job satisfaction" were "esteem" and "job security" along with "satisfaction with work".

Based on the results of the regression analysis, Hypothesis Eleven was not supported. There was no moderating effect exerted by "internal work motivation/experienced meaningfulness of work" on the relationship between "achievement of work values" and "job satisfaction".

Table 20

Stepwise Multiple Regression Results with Job Satisfaction as the Dependent Variable, Achievement of Work Values as the Predictor Variable and Internal Work Motivation/Experienced Meaningfulness of Work as the Moderating Variable

Achievement of Work Values/ Internal Work Motivation/ Experienced Meaningfulness of Work	Job Satisfaction					
	R ²	ΔR^2	BETA	F	DF	Sig F
Satisfaction with Work	.39		.50	63.74	1,100	3.96(p=.05)
Esteem	.43	.04	.22	37.76	2,99	3.11(p=.05)
Job Security	.46	.03	.16	27.63	3,98	2.72(p=.05)

Findings of Hypothesis Twelve

Hypothesis Twelve states:

The relationship between the achievement of work values and job satisfaction will be moderated by experienced responsibility for work.

Table 21

Stepwise Multiple Regression Results with Job Satisfaction as the Dependent Variable, Achievement of Work Values as the Predictor Variable and Experienced Responsibility for Work as the Moderating Variable

Achievement of Work Values/ Experienced Responsibility for Work	Job Satisfaction					
	R ²	Δ R ²	BETA	F	DF	Sig F
Satisfaction with Promotions	.36		.52	57.37	1,100	3.96(p=.05)
Meaningful Work	.42	.06	.25	35.78	2,99	3.11(p=.05)

Multiple regression analysis (see Table 21) revealed that "experienced responsibility for work" did not explain any further variance in the relationship between "job satisfaction" and "achievement of work values".

Hypothesis Two stated that the achievement of work values would predict job satisfaction. This study found that only two work values, "satisfaction with promotions" and "meaningful work" predicted forty-two percent of the variance in job satisfaction (see Table 12). When "experienced responsibility for work" was included in this relationship as a possible moderating variable, there was no change in the variables or their contribution to the variance in job satisfaction (Table 21).

The F values for the work values "satisfaction with promotions" and "meaningful work" that explained forty-two percent the variance in this relationship were 57.37 and 35.78 respectively. Both of the predictors were significant beyond the .001 level [F value for .001 level of significance with DF = (1,100) = 11.62; and F value for .001 level of significance with DF = (2,99) = 7.49] for "satisfaction with promotions" and "meaningful work".

Based on the results of the regression analysis, Hypothesis Twelve was not supported. "Experienced responsibility for work" did not explain any further variance in the relationship between "job satisfaction" and "achievement of work values" than that explained by the "achievement of work values" alone.

CHAPTER FIVE

Discussion of Results

Introduction

This chapter is divided into six sections. The first section summarizes the findings of the hypotheses tested. The second section details specific aspects of the findings. The third section discusses the theoretical implications of the study and presents a more accurate model for studying the relationships between the achievement of work values and organizational commitment and job satisfaction. The limitations of the present study are considered in the fourth section of this chapter. Some potential applications of the model are presented in the fifth section. The final section deals with implications for future related research.

Summary of the Findings

This survey tested the research model presented in Figure 2 (page 13) with a population of part-time Academic faculty in the Faculty of Continuing Education of an Ontario community college. Not all of the relationships of the model were upheld as predicted. The achievement of various work values was found to be antecedent to organizational commitment in many of the studies discussed in the Literature Review in Chapter Two of this study. The moderating effects of experienced responsibility for work and internal work motivation\experienced meaningfulness of work were not evident in this study. The achievement of specific work values influenced and predicted job satisfaction and organizational commitment to a moderate degree. The results

regarding achievement of work values were similar to those reported by other researchers who have attempted to identify the antecedents (predictors) of organizational commitment and job satisfaction.

No previous research discussing the moderating effect of "experienced responsibility for work" and "internal work motivation\experienced meaningfulness of work" on the relationships between the achievement of work values and job satisfaction and organizational commitment was found in the literature.

Specific Aspects of the Findings

Hypothesis One examined the relationship of the achievement of work values to organizational commitment. The relationship predicted by the model was upheld but did not include all of the work values indicated in the model. Only satisfaction with promotions and recognition predicted organizational commitment. Elizur (1984) has defined recognition as "recognition for doing a good job" (p. 383). Work values from each of the categories of work values, that is, reward, instrumental, affective and cognitive values, were significantly and highly correlated with organizational commitment. "Job security" and "benefits" were not significantly correlated with organizational commitment, but since the population in this study was part-time employees with no benefits such as sick time, vacation, insurance, and no guarantee that the particular course they had contracted to teach would be offered in the future, it is probably not unusual that these two variables would not correlate with organizational commitment. Bhagat & Chassie (1981) found opportunities for promotion to be an important antecedent of

organizational commitment. O'Reilly & Caldwell (1981) and Salancik (1977) found recognition to be a predictor of organizational commitment.

Hypothesis Two examined the relationship between the achievement of work values and job satisfaction. Again, the relationship predicted by the model was upheld but did not include all of the work values indicated in the model. Only satisfaction with promotions and meaningful work predicted job satisfaction. Work values from each of the categories of work values, that is, reward, instrumental, affective and cognitive values, were significantly and highly correlated with organizational commitment. Once again, the work value "benefits" was not significantly correlated with job satisfaction. Morrow & McElroy (1987) and Logan, O'Reilly, & Roberts (1973) found job satisfaction to be correlated with promotions. Meaningful work was antecedent to job satisfaction in studies by James & Jones (1980) and Iris & Barrett (1972).

Hypotheses Three and Four attempted to discover any direct relationship between the independent variable, achievement of work values and the moderator variables, internal work motivation\experienced meaningfulness of work and experienced responsibility for work. No direct relationships were expected to emerge here.

Hypothesis Three considered the relationship between internal work motivation\experienced meaningfulness of work and the achievement of work values. Internal work motivation\experienced meaningfulness of work was predicted by the affective work value satisfaction with supervision, the cognitive work values of meaningful work and a sense of achievement and also with satisfaction with work. Hackman & Oldham (1980) identified skill variety, task identity, and task significance as three job characteristics

which contribute to the internal work motivator, experienced meaningfulness of work. Task variety is the "degree to which a job requires a variety of different activities...involving the use of a number of different skills and talents of the person (Hackman & Oldham, p. 78, 1980). None of the identified work values appear to be closely related to this job characteristic. Task identity, defined as the "degree to which a job requires completion of a 'whole' and identifiable piece of work..." (Hackman & Oldham, p. 78, 1980), could be related to "satisfaction with work". Elizur (1984) identified "meaningful work" as the opportunity to "do complete and meaningful work" (p.384). Therefore, the work value of "meaningful work" would be related to internal work motivation/experienced meaningfulness of work. Task significance or the "degree to which the job has a substantial impact on the lives of other people..." ((Hackman & Oldham, p. 79, 1980), may be equated with "meaningful work".

Hypothesis Four examined the relationship between experienced responsibility for work and the achievement of work values. Only a sense of achievement was found to predict this relationship. This is a psychological or cognitive work value which might be expected to predict an internal work motivator such as experienced responsibility for work. Hackman & Oldham (1980) state that experienced responsibility for work is increased by a sense of autonomy or by "substantial freedom, independence, and discretion...in scheduling the work and in determining the procedures to be used in carrying it out" (p. 79, 1980). A sense of "achievement in work" (Elizur, 1984, p. 384) may come about due to a sense of autonomy or the feeling of having "arrived" at a point in one's career or job where one can make some decisions about scheduling or procedures.

Hypotheses Five, Six, Seven and Eight attempted to discover any direct relationship between the dependent variables, organizational commitment, and job satisfaction and the moderator variables, that is, internal work motivation\experienced meaningfulness of work and experienced responsibility for work. No direct relationships were expected to emerge here.

Hypothesis Five, which considered the relationship between internal work motivation\experienced meaningfulness of work and organizational commitment, revealed that internal work motivation\experienced meaningfulness of work explained twelve percent of the variance in organizational commitment.

Hypothesis Six examined the relationship between experienced responsibility for work and organizational commitment. There was no support for this relationship in this study.

Hypothesis Seven looked at the relationship between internal work motivation\experienced meaningfulness of work and job satisfaction. This moderator explained nineteen percent of the variance in job satisfaction in a direct relationship.

Hypothesis Eight, which examined the relationship between experienced responsibility for work and job satisfaction, found that this variable explained only four percent of the variance in job satisfaction.

Hypotheses Nine, Ten, Eleven and Twelve examined the effects of experienced responsibility for work and internal work motivation\experienced meaningfulness of work on the relationships between the achievement of work values and organizational commitment and job satisfaction.

Hypothesis Nine found that there was no change in the relationship between the achievement of work values and organizational commitment when the moderating variable of experienced responsibility for work was introduced

into the equation. The work values of satisfaction with promotions and recognition were still the only predictors of organizational commitment and the strength of the relationship did not change.

Hypothesis Ten examined the moderating effect of internal work motivation\experienced meaningfulness of work on the relationship between the achievement of work values and organizational commitment. There was no change in the relationship when the moderator was introduced. Again, there was no change in the strength of the relationship with the introduction of a moderator variable, nor did the moderator have any effect on the relationship.

Hypothesis Eleven found that the introduction of internal work motivation\experienced meaningfulness of work as a moderator in the relationship between the achievement of work values and job satisfaction, did not effect the relationship in any way.

Hypothesis Twelve examined the effect of experienced responsibility for work on the relationship between achievement of work values and job satisfaction. Again, there was no change in the strength of the relationship between the achievement of work values and job satisfaction with the introduction of a experienced responsibility for work as a moderator variable.

Theoretical Implications

This research study verified some of the relationships in the proposed research model in Figure 2 (page 13). Based on the findings of this study, a more accurate model for studying the relationships between the achievement of work values and organizational commitment and job satisfaction is presented

in Figure 6. This revised model reflects the findings of this present research study.

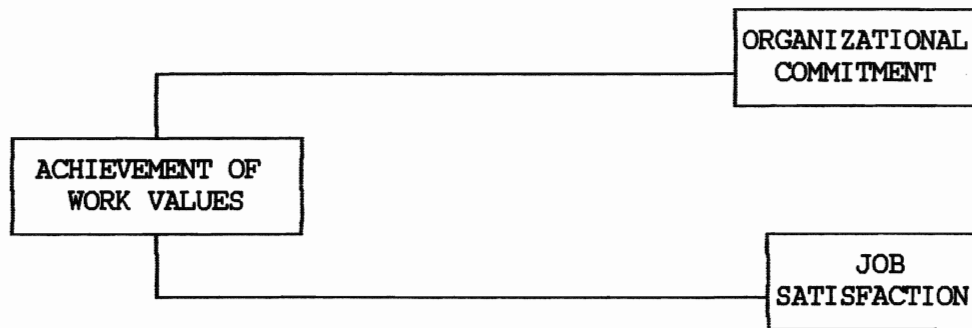


Figure 6
Revised model of the Relationship between the
Achievement of Work Values and Organizational
Commitment and Job Satisfaction

The specific work values that predicted organizational commitment and job satisfaction in this present study were very interesting. The achievement of the work values of "satisfaction with promotions" and "recognition" predicted organizational commitment. "Satisfaction with promotions" was the prime predictor of organizational commitment, explaining forty-three percent of the variance. There are very few chances for promotion within the Faculty of Continuing Education. Occasionally, a faculty member may become a program manager. Some faculty or program managers may be appointed to a Chairman's position. Some possible explanations of the large amount of variance explained by "satisfaction with promotions" follow.

Because many of the faculty in Continuing Education teach at the community college in addition to full-time employment elsewhere, an individual's potential for advancement in an outside position may be enhanced

by teaching responsibilities in the college system. A second possible explanation for "satisfaction with promotions" predicting organizational commitment could be related to an increased likelihood of obtaining full-time teaching positions after gaining some teaching experience through Continuing Education programs and courses. A full-time faculty appointment may be viewed by some to be a promotion. Third, the fact that there are very few opportunities for promotion within the Faculty of Continuing Education may be a positive aspect of teaching in the area. Individuals can enjoy teaching in an area in which they have expertise without feeling that performance and quantity of work will be evaluated in order to determine who will be promoted. This relationship requires further investigation to determine its validity.

"Recognition", that is, recognition for work done, is easier to explain as a predictor of organizational commitment. Many faculty have begun teaching in Continuing Education with very limited responsibilities. For example, an individual may share the responsibilities of a course with several teachers by assisting with supervision of students in a laboratory setting. When a position with increased teaching responsibility becomes available, a competent laboratory supervisor could be offered the position.

Job satisfaction was predicted by the achievement of the work values of "satisfaction with promotions" and "meaningful work". "Satisfaction with promotions" explained thirty-six percent of the variance in the relationship between achievement of work values and job satisfaction. For the same reasons as discussed above, the ability of this particular work value to predict job satisfaction requires further investigation. An additional six percent of the variance in this relationship was explained by the work value

"meaningful work" or work that will have an impact on the lives of others. Many teachers may feel that by providing individuals with skills and knowledge that will enable them to grow personally or professionally, they are "having an impact" on others.

The majority of research, previously identified, concerned with classifying the antecedents of organizational commitment and job satisfaction, has been done using full-time employees as the population for study. This present study was conducted among part-time employees. This present study was also done in an educational setting. Much of the previous research has been conducted in businesses and industries where there was a profit-making emphasis.

The hypothesized effects of the moderator variables of experienced responsibility for work and internal work motivation\experienced meaningfulness of work were not validated. The role of these particular moderating variables on the relationships between the achievement of work values and organizational commitment and job satisfaction would appear to be non-existent from the findings of this study.

Limitations of the Study

The limitations of the overall study must be addressed.

Since a selected population of teachers within the Faculty of Continuing Education was assessed, random sampling was not utilized. As previously indicated, full-time college faculty members with additional teaching responsibilities in the Faculty of Continuing were excluded because it was felt that it might be difficult for people to identify specific differences

between full-time and part-time appointments within the same institution. Further, full-time faculty had completed the survey instrument in 1987 for another study. There were no addresses of faculty in the Business division provided, so there were no responses from this division. Four hundred and three questionnaires were mailed out and one hundred thirty-four were returned. This low return rate reduced the validity of the regression analyses. Responses were voluntary and a 33% response rate was utilized for data analysis. Although this is average for a mailed questionnaire, caution must be used in generalizing the results to the entire Continuing Education faculty. The letter sent out to the faculty did not specifically ask individuals to respond to the questionnaire based on their part-time teaching appointment at the college. Some of the respondents may have considered their full-time employment when completing the questionnaire.

Caution in generalizing these results to other colleges in the Ontario system of Colleges of Applied Arts and Technology must be expressed as the organization of Continuing Education varies greatly within the system. Many colleges, for example, utilize more full-time positions than the college represented in this study. A few colleges incorporate Continuing Education programs with full-time, diploma, and certificate programs. Some colleges do not permit full-time faculty to teach in the Continuing Education area because of concern over workload issues dealt with by the collective agreement.

The correlation design of this study prevents causal inference of the results. To determine cause and effect, a study using a different experimental design would have to be utilized. An analytical method such as path-goal analysis should be considered.

Finally, mention must be made of the low reliability of the predicted moderator variables in this study. It may be that "experienced responsibility for work" and "internal work motivation/experienced responsibility for work" have either no effect or a very limited effect on the development of organizational commitment or job satisfaction as antecedents. They may, in fact, have no moderating effect on the relationships between the achievement of specific work values and organizational commitment and job satisfaction although these findings can only be applied to those individuals who responded to this survey. There may be important differences between those who responded and those who did not respond to this survey. "When only a small subsample of respondents return their questionnaires, it may be unreasonable to assume that those who did respond were somehow 'typical' of the sample as a whole. In other words, the researcher is faced with the possibility that those individuals who did not complete a questionnaire would as a group have answered the questions differently from those who did return the schedule. In such a situation, it may be inappropriate to generalize the results of the study to the target population" (Polit & Hungler, 1987, p. 242). These potential differences limit the application of these findings.

Application of the Model

The model was used in a survey of Continuing Education faculty at a community college. The propositions of the original model were not upheld. However, the revised model, based on the findings of this study, may be used within the college setting to identify the predictors of organizational commitment and job satisfaction in Continuing Education faculty.

Within the Faculty of Continuing Education there are four levels - Faculty, who are the people in the classroom; Program managers and co-ordinators, who are first level managers; Chairmen, who are middle management and the Dean, who is senior management. Program managers and co-ordinators, who are first level managers between the faculty and the Chairman, are classified as Administration and carry out functions related to program and curriculum development, student selection and tracking throughout programs and marketing. The specific role of a program manager varies widely within the various divisions of Continuing Education and according to the individual characteristics of each specific program. Teaching faculty are usually recruited on a semester basis for a specific course or a part of a course within a program. Each division has unique characteristics and concerns. While this survey has validated the use of the revised model in this educational setting to identify the relationship between the achievement of work values and organizational commitment and job satisfaction, a meaningful, practical application of the model for the purpose of a definitive identification of these relationships should be done with smaller, homogeneous groups within the organization. Because of the diversity of tasks and responsibilities of each position, application of the model with individual groups, either by division within Continuing Education or by position, would be more useful.

Many of the work values identified by Elizur have shown a correlation with organizational commitment and/or job satisfaction. Faculty in Continuing Education have a unique set of demands placed upon them. All faculty have gained skill, knowledge, and experience in their selected fields. They either apply for a teaching position in the college or are

approached with an offer of part-time teaching because of their professional or technical expertise. They now teach in their selected field although very few have formal preparation in educational theory. These individuals must maintain their level of professional or technical competence, continue to function in their full-time position, and reflect the advances in their specific fields in the course content utilizing innovative, creative, teaching strategies and techniques.

Although the results of the study cannot be generalized to other Faculties of Continuing Education, the use of the model can be extended to other colleges. The climate in each college in Ontario is different because of its unique organization, leadership and administration, and the people and programmes within the college. There are also differences between colleges due to the different geographical locations. For example, a college in northern Ontario faces many concerns related to distance education and accessibility to programs that may not necessarily be shared by a southern Ontario college in a large metropolitan area. The two applications of the model (large survey for an overall indication of the work values that contribute to organizational commitment and job satisfaction and smaller group survey for specific work values within different divisions or employee levels) are both practical and meaningful in any community college.

Implications for Future Research

The moderating variables "internal work motivation/experienced meaningfulness of work" and "experienced responsibility for work" should be removed from the model for this population. The means for the moderator variables were remarkably high, indicating that internal work

motivation/experienced meaningfulness of work and experienced responsibility for work were important to the population in the study but they did not moderate the relationships as expected. There was no support in this study for any moderating influence from these variables. Investigation needs to be conducted in order to identify if there are any moderators affecting the relationship between the achievement of work values and organizational commitment and job satisfaction.

The perception of "promotions" in the employment context of the population in this study is another area for further investigation. It is difficult to interpret the satisfaction with promotions demonstrated by the individuals surveyed when there are so few, if any, opportunities for promotion within the continuing education area of this college.

Further application of the model in post-secondary education, continuing education settings, particularly the community college, would further validate the role of the achievement of work values in the development of organizational commitment and job satisfaction.

Future studies compare full-time and part-time faculty with respect to the relationships among the achievement of work values and organizational commitment and job satisfaction.

In addition to quantitative, survey research, a case study and/or interview approach to data collection could be employed in order to determine some of the qualitative aspects of the relationships.

CHAPTER SIX

Conclusion

Summary of the Study

There has been a constant search to identify the antecedents of organizational commitment and job satisfaction. Several researchers have proposed models for identifying the antecedents of organizational commitment. Steers' (1984) model, which identified "structural characteristics" and "work experiences" as two important antecedents of organizational commitment, is representative of these researchers. "Structural characteristics" and "work experiences" closely parallel Elizur's (1984) work values. Job satisfaction has been consistently demonstrated to be predicted by the achievement of work values (Hulin & Smith, 1965; Johns, 1988; Locke, 1969; Wernimont, 1972). The purpose of this study was to test the validity of the achievement of work values in predicting organizational commitment and job satisfaction in a community college setting among part-time faculty. If the proposed model was supported then the individual areas of the college have a model and instrument for further evaluation and diagnosis of the predictors of organizational commitment and job satisfaction. The moderating effects of internal work motivation/experienced meaningfulness of work and experienced responsibility for work on the identified relationships was also investigated in this study.

A survey study was designed to identify the relationship between the achievement of work values and organizational commitment and job satisfaction in an Ontario community college. Data were collected through the administration of a questionnaire to a population (n = 508) of faculty in the

Faculty of Continuing Education of an Ontario community college. This correlational survey received a 33% response rate and all of the questionnaires were used. The sample was composed of men and women with substantial experience in their respective professions or trades.

Data analysis through Pearson correlation and stepwise multiple regression analyses revealed that the achievement of work values did predict the outcomes of organizational commitment and job satisfaction. The moderator variables of internal work motivation/experienced meaningfulness of work and experienced responsibility for work did not moderate the relationships between the achievement of work values and organizational commitment and job satisfaction.

Conclusions

The achievement of specific work values as predictors of organizational commitment and job satisfaction was upheld in this study in a community college setting. The specific model has not been tested previously. Many studies have identified various work values as being antecedent to organizational commitment (see Table 2, p. 14) and job satisfaction (see Table 6, p. 48) in many different types of settings.

The strengths of this model include:

- a sound theoretical basis for identifying the role of the achievement of work values as antecedents (predictors) of organizational commitment and job satisfaction;
- a potentially complete model for describing the relationship between the variables; and
- a potential diagnostic tool for identifying those work values which may be missing from a particular job or work environment or those which are in fact contributing to organizational commitment or job satisfaction.

This model was designed to identify the work values which were, in fact, contributing to organizational commitment and job satisfaction in the population studied. The identification of the work values was seen to be important in order to try to identify why individuals continue to teach in the Faculty of Continuing Education of a community college. Identifying work values that are important to people within the context of their job, whether the job is part-time or full-time, may also help in designing jobs so that those aspects which are important can be included.

In this study, an attempt was made to identify the effects of two moderator variables, internal work motivation/experienced meaningfulness of work and experienced responsibility for work, on the relationship between the achievement of work values and organizational commitment and job satisfaction. Based on the findings of this study, these variables did not exert any moderating influence on the relationships between the achievement of work values and organizational commitment and job satisfaction.

The achievement of the work values of "satisfaction with promotions" and "recognition" predicted organizational commitment. Job satisfaction was predicted by the achievement of the work values of "satisfaction with promotions" and "meaningful work". One interesting finding in this study was the ability of the achievement of work values "meaningful work", "satisfaction with supervision", and "sense of achievement" to predict internal work motivation/experienced meaningfulness of work. The dependent and independent variables of the model performed as expected.

The moderator variables did not behave as predicted in this study. These results lead to the conclusion that the moderating variables need to be re-examined with this particular population. The sample demonstrated significant "internal work motivation/experienced meaningfulness of work" and

"experienced responsibility for work" (mean = 26.21, 16.32) but the function of these variables for this population in the model is not clear.

Despite the lack of moderating effect, by "internal work motivation/experienced meaningfulness of work" and "experienced responsibility for work", this model may be applied to this population of part-time faculty as the predictions of the relationships among the achievement of work values and organizational commitment and job satisfaction were upheld. The model may be used to measure the work values which predict organizational commitment and job satisfaction among part-time faculty in the faculty of continuing education of a community college. In addition, the model may be used, with smaller groups, to identify the work values specific to individual disciplines, professional groups or trades within the Faculty of Continuing Education. This study has indicated that part-time teachers are committed to the college and are satisfied with their jobs.

The important job attitudes of organizational commitment, or an attachment to the goals and values of the organization and job satisfaction, an affective response to one's job or to aspects of that job, do exist in part-time faculty in this community college. These attitudes are, at least in part predicted by the achievement of work values that the individuals find important. A positive relationship was found between the achievement of work values and organizational commitment and job satisfaction for part-time faculty in this community college.

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APPENDIX A

CORRESPONDENCE RE: DISTRIBUTION OF THE QUESTIONNAIRE

October 3. 1988.

Dean Faculty of Part-time Studies,
College of Applied Arts and Technology,

Dear

I am writing to request permission to distribute a questionnaire to the faculty and administration in the Faculty of Part-time Studies. This survey is part of the requirement to complete my M.Ed. thesis at Brock University.

As the Program Manager for the certificate program in Newstart Nursing in Part-time Studies Health Sciences, I am interested in the perceptions faculty in our department have of their jobs.

The survey instrument was developed by Dr. Robert Knoop from Brock University, using many well documented and validated research tools.

While I am particularly interested in defining the concept of organizational commitment by identifying some of its antecedents and outcomes, a complete print-out of all the variables obtained from the population surveyed can be obtained.

I have included several copies of the survey itself for you to review and to share with the part-time studies chairmen, along with a summary of all the variables that this survey investigates.

The full-time faculty and administration have already participated in this survey. I believe that has a copy of the print-out of the information obtained from that project.

I would be pleased to meet with you and the chairmen to discuss any questions or concerns that this request creates. You can reach me at home at 523-1206 or at work at extension

Yours truly,

Dianne Smithson.

M E M O R A N D U M

TO: D. Smithson, Program Manager, Newstart Nursing

FROM: , Dean, Faculty of Part-Time Studies

DATE: November 6, 1988

RE: SURVEY QUESTIONNAIRE

Sorry for the delay in responding to your request of October 3/88 to distribute a questionnaire to the faculty and administration in Part-Time Studies (recently approved for change to Continuing Education). I wanted to be sure that all of our Chairmen were in agreement and I have just received the last of their replies. While there is general support for your request, in fact offered his direct assistance, it was noted that many questionnaires are now being directed to the College. This may mean reluctance from people to contribute to another survey.

Nevertheless, recognizing that you will have to work within whatever time constraints we may have, you have my approval to proceed with the survey. I hope you are able to collect the information you require and that your M.Ed. thesis is successful.

Dianne Smithson
35 Flatt Avenue
Hamilton, Ontario
L8P 4M9
January 15, 1989.

Chairman, Part-time Studies
of Applied Arts and Technology

Dear

I am writing regarding the distribution of a questionnaire for my master's of education thesis at Brock University to faculty in Part-time Studies, . I have contacted Mr. Dave Dean regarding this request. He is aware of this project and has agreed to my contacting you.

In order to mail the questionnaires to the faculty, I would like to ask if it would be possible to obtain either a list of the names and addresses of the part-time faculty in the division or a set of address labels.

The enclosed letter will be accompanying each questionnaire. I have enclosed it for your information. If you feel it is appropriate, I would appreciate if you would co-sign the letter.

I would like to mail out the questionnaires by the middle of February. If at all possible, I would appreciate receiving the lists by the end of January.

If you wish to contact me with any questions about my research or with any concerns regarding the survey, please contact me either at my home telephone number, 523-1206 or at

Yours truly,

Dianne Smithson,
Program Manager,
Newstart Nursing

Dianne Smithson
35 Flatt Avenue
Hamilton, Ontario
L8P 4M9
January 15, 1989.

Faculty Name
Faculty Address

Dear Faculty,

The enclosed questionnaire is the survey tool for my Master's of Education thesis at Brock University. I am asking for your assistance in this endeavour by completing this questionnaire.

I assure you that your anonymity is guaranteed. As you can see the completed questionnaire is to be returned directly to Dr. Robert Knoop at Brock. I will only have access to those data that are of interest to me in my research into the area of organizational commitment.

This is a lengthy document, but I appreciate your co-operation in completing it. As a part-time faculty member and program manager in the health sciences division, I understand the many intrusions on your time.

, Dean Faculty of Part-time Studies (Continuing Education) and each of the chairmen are aware of this request.

Thank you in advance for your willingness to assist me in this research. I hope to be finished my thesis by the fall of 1989. If you are interested in the results of this study, I would be glad to share them with you.

Yours truly,

Dianne Smithson,
Program Manager,
Newstart Nursing

APPENDIX B
QUESTIONNAIRE

ORGANIZATIONAL COMMITMENT

Please state below the feelings you might have about the organization for which you work. Use this scale:

7	6	5	4	3	2	1
/_____/\		/_____/\		/_____/\		/_____/\
Strongly agree		Neither agree nor disagree				Strongly disagree

- 36___I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.
- 37___I talk up this organization to my friends as a great organization to work for.
- 38___I feel very little loyalty to this organization.
- 39___I would accept almost any type of job assignment in order to keep working for this organization.
- 40___I find that my values and the organization's values are very similar.
- 41___I am proud to tell others that I am part of this organization.
- 42___I could just as well be working for a different organization as long as the type of work was similar.
- 43___This organization really inspires the very best in me in the way of job performance.
- 44___It would take very little change in my present circumstances to cause me to leave this organization.
- 45___I am extremely glad that I chose this organization to work for over others I was considering at the time I joined.
- 46___There's not too much to be gained by sticking with this organization indefinitely.
- 47___Often I find it difficult to agree with this organization's policies on important matters relating to its employees.
- 48___I really care about the fate of this organization.
- 49___For me this is the best of all possible organizations for which to work.
- 50___Deciding to work for this organization was a definite mistake on my part.

Source: Mowday, R., Steers, R., & Porter, L., 1979.

Bateman, T., & Strasser, S., 1984.

FACETS OF LIFE SATISFACTION

Job satisfaction, family satisfaction, and satisfaction with free time activities are components of life satisfaction. Compare all four and state how satisfied you are with each:

How satisfied are you...

Very Satisfied		Somewhat Satisfied		Not very Satisfied		
7	6	5	4	3	2	1
/_____	/_____	/_____	/_____	/_____	/_____	/_____

58. - with your job

Source: Iris and Barrett, 1972.

JOB SATISFACTION

This measure differentiates between various types of satisfaction with the work itself, with pay, with promotions, with the supervisor, and with co-workers.

- 194 WORK: Exciting 7 6 5 4 3 2 1 / Dull
- 195 Unpleasant / / / / / / / Pleasant
- 196 Challenging / / / / / / / Unchallenging
- 197 Satisfying / / / / / / / Unsatisfying
- 198 PAY: Rewarding / / / / / / / Unrewarding
- 199 Large / / / / / / / Small
- 200 Wrong / / / / / / / Right
- 201 Positive / / / / / / / Negative
- 202 PROMOTIONS: Unjust / / / / / / / Just
- 203 Reliable / / / / / / / Unreliable
- 204 Positive / / / / / / / Negative
- 205 Reasonable / / / / / / / Unreasonable
- 206 SUPERVISOR: Near / / / / / / / Distant
- 207 Sincere / / / / / / / Insincere
- 208 Unfriendly / / / / / / / Friendly
- 209 Qualified / / / / / / / Unqualified
- 210 CO-WORKERS: Careful / / / / / / / Careless
- 211 Loyal / / / / / / / Disloyal
- 212 Pleasant / / / / / / / Unpleasant
- 213 Boring / / / / / / / Interesting

ACHIEVEMENT OF WORK VALUES

Below are listed 16 job factors. How much of each do you CURRENTLY EXPERIENCE in your job?

Very Much		Much		Some		Very Little		Little
5		4		3		2		1
/_____		/_____		/_____		/_____		/_____

- | | |
|--|---|
| 247__Exercising responsibility | 255__Job security |
| 248__Benefits (vacation, pension...) | 256__Recognition for work well done |
| 249__Esteem (being valued as a person) | 257__Influence in the organization |
| 250__Achievement through work | 258__Pride in working for this organization |
| 251__Influence over your work | 259__Independence in work |
| 252__Doing meaningful work | 260__Convenient hours of work |
| 253__Job status | 261__Contribution to society |
| 254__Use of your abilities and knowledge | 262__Working conditions |

Source: Elizur, D., 1984.

Hunt, J., & Saul, P., 1975.

FEELINGS ABOUT THE JOB

Now please indicate how YOU PERSONALLY FEEL about your job. Use the scale below to show how much you agree with each statement.

1	2	3	4	5	6	7
/	/	/	/	/	/	/
Strongly	Disagree	Disagree	Neutral	Agree	Agree	Agree
Disagree		Slightly		Slightly		Strongly

263___It's hard for me to care very much about whether or not the work gets done right.

264___My opinion of myself goes up when I do this job well.

265___Most of the things I have to do on this job seem useless or trivial.

266___I usually know whether or not my work is satisfactory on this job.

267___I feel a great sense of personal satisfaction when I do this job well.

268___The work I do on this job is very meaningful to me.

269___I feel a very high degree of personal responsibility for the work I do.

270___I feel bad and unhappy when I discover that I have performed poorly.

271___I often have trouble figuring out whether I am doing well or poorly.

272___I feel I should personally take the credit or blame for the results of my work.

273___My own feelings are generally not affected much one way or the other by how well I do on this job.

274___Whether or not this job gets done right is clearly my responsibility.

Source: Hackman, R., & Oldham, G., 1980.

PERSONAL & ORGANIZATIONAL DEMOGRAPHIC DATA

308. EDUCATION: (check highest)

☐ no degree
☐ bachelor
☐ master

309. AGE: ☐ less than 25 ☐ 25-30 ☐ 31-35 ☐ 36-40 ☐ 41-45
☐ 46-50 ☐ 51-55 ☐ 56-60 ☐ 61 +

310. SEX: ☐ male; ☐ female

311. MARITAL STATUS:

☐ single ☐ married ☐ divorced

EXPERIENCE: (check all)

313. ☐ years in present position